

**Exploring consciousness-raising impacts of a genre-based  
pedagogy in the context of an Iranian university students'  
academic writing**

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## ABSTRACT

This paper explores the consciousness-raising impact of a genre-based pedagogy which was deployed in the context of undergraduate EFL students at Tabriz as a means of improving students' argumentative writing. The consciousness-raising impact was explored from the linguistic perspective only: generic structures at the level of genre and grammatical metaphor (GM) at the level of lexico-grammar. The communicative impact of GM deployment in making 'a reasoned argument' and its qualitative and quantitative complementarities with the generic structures and the type of genre were explored across the students' texts, respectively.

This study was carried out at three stages of pre-test, exposition and discussion genres. The pre-test examined the students' level of English language proficiency without any feedback or the teaching and learning activities. In the exposition and discussion genres a cyclical way of teaching and learning which was mainly based on modelling of text, joint construction of text, and independent construction of text (Martin and Rose 2007; Feez 1998; Christie 1999; Knapp and Watkins 2005) were deployed.

The key findings from the analysis of generic structures revealed that the selected samples indicated major reflection of the recruited genres in the post-test texts. That is, the introduction of genre-based pedagogy in this context has enabled the students to deploy the generic structures appropriately in comparison with the pre-test texts. Therefore, diverse execution of generic structures was found across the three stages of the pre-test, exposition and discussion text-types. While in the pre-test texts only some of the students' texts complied with the Sydney genre school convention, in the exposition and discussion text-types nearly all of the students employed these features. In addition, some of the pre-test samples indicated a kind of rejection of topic in which they developed their own stories and shifted away from arguing to offering advice as an evident deviation from the standard structures in the literature. However, after the application of pedagogy the kind and frequency of rejection decreased in the post-test texts.

The analysis of GM was carried out quantitatively and qualitatively. In quantitative analysis, three distinct but interrelated statistical analyses were carried out across the selected samples. In the first step the analysis was based on Ravelli's (1985, 1999) categorisation of GM. All of the selected texts were analysed according to this model. The second step was the analysis of subcategories of nominalisation in the pre-test, exposition and discussion genres. The last step devoted to the statistical analysis of complex processes construed as Things. It was found that nominalisation is the major kind of GM and its subcategory in the form of complex processes construed as Things co-varies with the type of genres.

The qualitative analysis was based on Halliday (1998) and Halliday and Matthiessen's (2006) notion of realisation of GM at syntagmatic orders: element, figure, and sequence. The analysis of elemental metaphors according to Halliday and Matthiessen's (2006) taxonomy of types of Things revealed that the students have largely developed 'macro things' over 'simple things' across the post-test texts. This finding which indicated the complexity of students' post-test texts was also compatible with Ravelli's (1985, 1999) distinction of 'Macro' metaphors. The analysis of figure and sequence also indicated the development across the students' texts. More specifically, through the deployment of these features the students shifted the "*intraclause*" reasoning in the congruent realisation of figures and sequences to "*inter-clause*" reasoning in the metaphorical forms. This in turn enabled the students to develop 'buried reasoning' in their post-test texts and gain better control over the causality relationship and making arguments which correlated with the generic structures at the level of genre. However, there were also cases where the students showed the lack of control in nominalising, particularly in substituting unrelated derivational morphemes, post-positioning modifiers, using unrelated epithets and leaning back into word-to-word literal translation as an indication of the mother tongue interference.

**DECLARATION**

I certify that this work contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. In addition, I certify that no part of this work will, in the future, be used in a submission for any other degree or diploma in any university or other tertiary institution without the prior approval of the university of Adelaide and where applicable, any partner institution responsible for the joint-award of this degree.

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## ABBREVIATIONS

- EFL** English as a Foreign Language  
**ESL** English as a Second Language  
**EAP** English for Academic Purposes  
**ESP** English for Specific Purposes  
**FDG** Functional Discourse Grammar  
**IELTS** International English Language Testing System  
**SFL** Systemic Functional Linguistics  
**HGS1** High group student 1  
**HGS2** High group student 2  
**HGS3** High group student 3  
**MGS1** Middle group student 1  
**MGS2** Middle group student 2  
**MGS3** Middle group student 3  
**LGS1** Low group student 1  
**LGS2** Low group student 2  
**LGS3** Low group student 3  
**LAD** Language Acquisition Device  
**L1** First Language  
**L2** Second Language  
**MN** Marked Nominalisation  
**VN** Verbal Nouns  
**NMMN** Non-morphologically Marked Nominalisation  
**NPRM** Nominalisation in Pre-modifiers  
**NPOM** Nominalisation in Post-modifiers  
**NT** Nominalisation in Theme  
**NR** Nominalisation in Rheme  
**mnT** Mental processes construed as Thing  
**vT** Verbal processes construed as Thing  
**mhT** Material processes construed as Thing with human agency  
**mT** Material processes construed as Thing without human agency

**rT** Relational processes construed as Thing  
**bT** Behavioural processes construed as Thing  
**SLA** Second Language Acquisition  
**UG** Universal Grammar

## **CHAPTER 1**

### **Introduction and background**

#### **1.1 Introduction**

This paper investigates the effect of linguistic consciousness-raising in the development of meaning potential in argumentative writing of a class of Iranian EFL students' texts. The investigation concentrated on possible impacts of the application of a genre-based pedagogy. A review of literature shows that the consciousness-raising approach has long been advocated by traditional grammarians and more recently by mainstream applied linguists. The genre-based pedagogy of English for Academic Purposes (EAP) also acknowledges explicit teaching of genre. This pedagogy, which was developed in Australian educational contexts, is based on deconstruction of text, joint construction of text and independent construction of text (Martin and Rose 2008, 2003; Christie 1999; Feez 1998). The explicit teaching includes distinctive types of scaffolding and a distinctive focus on the role of knowledge about language (Martin 2005; Carter 1996; Fairclough 1992). The advantage of genre-based pedagogy has been reported by many scholars in teaching academic writing (Lloyd 1996; Connor et al. 1987; Crowhurst 1991; Johns 1993; Knudson 1994). However, one of the problematic areas of academic writing, which has been reported by many EAP scholars, is the difficulty of developing an argument within argumentative texts (Andrew 2005; Stuart-Smith 1998; Ballard and Clancy 1991; Couchman 1997). The application of genre-based pedagogy has been considered helpful in developing students' argumentation (Martin 1993, 2005; Grabe and Kaplan, 1996; Thompson 2001).

Not all of the studies on genre-based pedagogy have focused on linguistic consciousness-raising for improving students' arguments within the persuasive texts. However, in the present research the impact of linguistic consciousness-raising is investigated with regard to specific linguistic deployment in argumentative writing of a class of Iranian English as Foreign Language (EFL) academic writers.

The focus of this dissertation, therefore, is on the teaching of EAP in the context of cohort undergraduate students in Iran. There are diverse methods of teaching English academic writing across Iranian higher educational contexts. However, the research

focus has been on the effect of teachers' feedback in increasing the degree of accuracy and complexity of students' texts (Fahim and Nezhadansari 2006; Rahimi 2008; Simin and Tavangar 2008; Balegizadeh and Firoozbakht 2009). There are also some studies which have concentrated on academic genres (Riazi and Fingol 2002; Sayfour 2010). However, to date there has been no published research paper investigating the impact of teaching genre on Iranian academic writers with a specific focus on the plausible consciousness-raising impact on linguistic features which end in the development of meaning potential in argumentative texts.

The research project reported here, therefore, provides something in contrast to the trend in EAP and consciousness-raising approaches. It tracks specific linguistic development across the students' texts following the introduction of pedagogy advocated by Martin (1992), Rothery (1994) and Feez (1998). Specifically, it reports on the changes that occurred during the application of this pedagogy in the argumentative texts of a cohort class of undergraduate students in Tabriz.

The course was specifically directed towards enhancing persuasive arguments in the students' texts. The study focused on the development of meaning potential with regard to genre staging and the deployment of resources such as nominalisations. The objective was to discover whether there is any possible relationship between the development of these features and the application of the genre-based pedagogy on the one hand, and the extent to which grammatical metaphor (GM) as the source of 'consciousness' (Halliday and Matthiessen 2006) corresponds with genre staging on the other.

## **1.2 Situating the study**

I reviewed the relevant research for teaching EAP in the content based, process-based and genre-based approaches. The focus of content-based approaches for teaching academic writing is 'connected to study of specific academic subject matter and is viewed as a means of promoting understanding of this content' (Shih 1986:617). Tribble (1996:36) defines the process-based approaches as '...writing activities which move learners from the generation of ideas and the collection of data through to the publication of a finished text'. However, with regard to the notion of consciousness-

raising, I found a close affinity between EAP genre-based pedagogy and the mainstream applied linguistics (Rutherford 1987; Sharwood-Smith 1981, 1983) in which the explicit genre teaching is advocated (Kaplan 1966, 2000; Kachru 1997; Connor 1996, 2002, 2004, and 2008; Martin and Rose 2003, 2008; Feez 1998; Bazerman 1988; Freeman and Medway 1994). I also reviewed literature related to North American New Rhetoric (Bazerman 1988; Freeman 1994), English for Specific Purposes (ESP) (Swales 1990; Bhatia 1993) and the Sydney genre school (Martin and Rose 2003, 2008; Feez 1998; Christie 1999; Knapp and Watkins 2005). For the purpose of this study, however, I selected the Sydney genre school as the relevant framework.

Considering Iran's EFL context, the notion of teaching genre is an innovation. As discussed, teachers at universities and English language institutes apply a variety of methods for teaching writing which is widely based on the teachers' feedback effect. Therefore, I considered this study as an opportunity to extend teaching genre in this context by applying to a cohort undergraduate students of English language and literature, engineering and computer sciences who were looking to improve their academic writing. I selected two argumentative genres: the exposition and discussion. I considered the students' argumentative writing at three stages: macro picture at the level of genre; middle-ground at the level of paragraph; and up-close section at the level of group. I also considered the students' texts at different stages, i.e. the pre-test with no feedback and the post-tests after the application of the pedagogy. I investigated problematic areas of students' argumentation before the application of the genre-based pedagogy and any improvement or success after the pedagogy was implemented. More specifically, I looked at linguistic sources of consciousness that emerged after the introduction of the genre-based pedagogy. The development of genre staging and GM were investigated to assess the plausible impact of the genre-based pedagogy across the students' texts.

### **1.3 Rationale**

Students from non-native backgrounds have limited access to the wealth of target language use in comparison with native speakers. The cultural conventions and the language features that the native speakers absorb at home during infancy, learnt in



primary and secondary schooling and later in adulthood can be ambiguous for EFL students. Making argument, which is central to academic writing, has its root in the cultural conventions at large and within the specific lexicogrammatical features of argumentative genre in particular. Therefore, it seems that without such a cultural consciousness it would be very difficult for EFL writers to form their arguments in a way which can be equally assertive and persuasive.

My motivation in undertaking this study also emerged from the suggestions in previous studies such as Ravelli (1985, 1999; 2004) and Martin (1993, 2009) as well as my own personal interest. I conducted this research to identify any possible impact of the genre-based pedagogy in developing linguistic consciousness of EFL students through the generic structure and GM deployment within the persuasive texts. I am also an EFL student who is from Iran and I have experienced difficulties in formulating and addressing the intended addressee in an assertive and persuasive manner. A further motivation for undertaking this research was to gain an insight into EFL students' relative success or failure in 'arguing' and forming sound 'argumentation' (Thetela and Thompson, 1995; Thompson, 2001; Andrews, 1995, 2005) and to document how closely they were approximating the target argumentative genres in the English language.

In this regard, a genre-based pedagogy is adopted for developing such linguistic consciousness in the students' texts. Any plausible consciousness of this pedagogy is tracked down to the lexicogrammatical choices which students made in formulating their texts. In Systemic Functional Linguistics (SFL) the correspondent feature at the level of lexicogrammar is GM which is defined as the source of consciousness (Halliday 1998; Martin 1993; Halliday and Matthiessen 2006:222).

#### **1.4 Context of the study**

For a number of reasons, the study is located in Iran. First, for pragmatic reasons in that Iran is the native land of the researcher and as an English language teacher over the past 10 years, he is familiar both with the context of universities and private English language institutions. Secondly, the relative increase in numbers of undergraduate students in different institutions including state-based, private and

distant-learning universities has downgraded the teaching and learning quality across the country. In English departments, for example, unqualified instructors have created imbalance in the quality of institutions. Teachers are either busy or reluctant to introduce the rudimentary of academic writing to the undergraduate English students. Thirdly, not all teachers at university level across the country are qualified to follow the introduced curriculum. The demand for instructors at undergraduate level has forced universities to hire part-time and non-qualified teachers, many unfamiliar with the notion of teaching EAP. Some follow their own pedagogy and syllabus regardless of introduced curricula. Finally, the focus of research papers in academic writing to date has been on the role of teachers' feedback. The focus of such research papers has been on investigating one contextual dimension, i.e. teachers without considering other parameters which could systematically influence the development of students' academic writing.

In such a circumstance, therefore, it was considered that the introduction of the genre-based pedagogy may provide new opportunities for teachers, students and the curriculum designers.

## **1.5 Aims and objectives of the study**

### **1.5.1 Aims of the study**

This study has two purposes. The first aim is to provide an insight into possible impacts of linguistic consciousness-raising that result from the application of the genre-based pedagogy. The second is to identify whether there is a systematic relationship between text and context with specific focus on appropriate generic structure and GM deployments.

### **1.5.2 Objectives**

Based on the aims of the study, the objectives are outlined as follows:

- To investigate the possible role of genre-based pedagogy in generic structure deployment across the students' argumentative texts;

- To identify and analyse plausible impacts of this pedagogy over GM deployment and its role in making persuasive arguments;
- To describe syntagmatic and paradigmatic relations between GM and the type of genre;
- To investigate the linguistic and educational implications of findings.

## 1.6 Research questions

The overarching question of this research is that, “*What has been the impact of a genre-based pedagogy in developing generic structures and GM across the students’ argumentative texts?*” The reason for posing this question is to contribute to the contextual studies such as Ravelli (1985, 1999), Halliday and Martin (1993), and Martin (2009) in which linguistic consciousness is paralleled with the deployment of GM under the influence of mode of discourse and the disciplinary practices such as science and humanities, respectively. These studies cast insight into the role of context and the pressure that different contexts leave on developing GM. For example, Halliday and Martin (1993) has shown how the language of science and humanities play out through GM deployment for ‘technical’ and ‘reasoned arguments’ respectively; and Ravelli (1985, 1999) indicated how the deployment of GM contribute to the complexity in the written discourse. As Ravelli (1985, 1999) noted, there is a need to go beyond the register such as mode into genre to examine the impact that other aspects of context may leave on students’ texts. In this regard, the present study aimed to investigate the contextual impact beyond the context of situation at the level of genre and any possible impacts that systemically affect the relationship between text and context.

In SFL the relationship between text and context is theoretically developed under GM (Halliday and Matthiessen 2004, 2006; Martin 1992, 2000; Martin and White 2005; Hood 2010). This development enables us to examine different aspects of contexts such as register and genre and textual dimensions including the ideational, interpersonal and textual. In this study this relationship is investigated from genre at the level of context and the ideational dimension at the textual level. Therefore, the

specific questions which deal with genre and the ideational aspects were formulated in detailed analysis of the data:

1. To what extent do the texts produced after the application of the genre-based pedagogy conform to the prototype generic structural models?
2. To what extent has the students' consciousness improved in relation to the deployment of prototype generic structures as an outcome of the application of the genre-based pedagogy?
3. To what extent has GM deployment increased since the application of the genre-based pedagogy?
4. To what extent does GM deployment at syntagmatic order contribute to the reasoned argument across the students' texts?
5. To what extent does the syntagmatic realisation of GM complement generic structures?
6. To what extent can GM deployment in the form of complex processes construed as Things at the paradigmatic order co-vary with the type of genre?

### **1.7 Justification of the study**

The outcomes of this research have a number of implications. First, they can assist curriculum writers and material developers in EFL contexts. The decision-making body in higher educational contexts such as universities could deploy the genre-based curriculum as a new trend in teaching. Material developers, particularly those who are engaged in providing universities with text-books, could gain insights relevant for the preparation of materials for undergraduate students. Second, since the genre-based pedagogy is probed against given contexts, it is a useful tool which can be formed in different shapes specifically for meeting the tertiary students' contextual needs. The expansion of English language across the globe as the language of science has opened up a new demand from different disciplines. Formulating the content of this pedagogy

according to disciplinary requirements can particularly be helpful in ESL and EFL contexts.

## **1.8 Key findings**

The key findings, which are reported in detail in chapters 4, 5 and 6, are summarised in the following sections.

### **1.8.1 Findings with respect to generic structure**

It was observed that at the beginning of the course the majority of students' texts were neither compatible with the generic structural model in the literature nor they were communicatively persuasive. However, after the application of the pedagogy it was observed that the prototype generic models improved so that they become communicatively more assertive and persuasive than the texts at the commencement of the course. It is possible, therefore, to argue that the application of the genre-based pedagogy has partially been responsible for such a positive outcome.

### **1.8.2 Findings with respect to paradigmatic realisation of GM**

The trends observed across the students' texts indicated a substantial increase in the frequency of complex processes construed as Things as the major type of metaphor in the students' post-test texts. It was also observed that there was a fluctuation in the frequency of subtypes of nominalisation, particularly in the deployment of complex processes construed as Things. It was concluded that the paradigmatic deployment of GM is sensitive to the text-type and its quantitative deployment co-varies with the type of genre.

### **1.8.3 Findings with respect to syntagmatic realisation of GM**

The analysis of GM at the syntagmatic level revealed that the students have substantially increased the deployment of GM in the post-test texts in comparison with the pre-test texts. Moreover, it was noted that this deployment co-varies qualitatively with the generic structural model. It was concluded that the deployment of the genre-based pedagogy may have been a driving force for such a construence at

this level. This assertion was further reinforced by the development of ‘hidden arguments’ through GM deployment.

## **1.9 Organisation of thesis**

This dissertation consists of seven chapters as follows.

Chapter 1—“*Introduction and Background*”—provides an outline of the whole dissertation. It explains the background, context and rationale followed by aims, objectives, study questions and key findings.

Chapter 2—“*Literature review*”—provides a review of literature on the genre-based pedagogy and GM. It discusses the notion of “*consciousness-raising*” from the perspective of mainstream applied linguistics and compares it with the view held by SFL. The alternative view by SFL and the correspondent view by the Sydney genre school complement the alternative view. In turn, the discussion leads to the justification of the theoretical framework.

Chapter 3—“*Methodology*”—outlines framework for data collection and data analysis. It discusses the reasons for selecting text analysis and quantitative method.

Chapter 4—“*Exploring Generic Structure Deployment*”—is the first chapter of data analysis and presents the deployment of generic structures at broad-scale of textual organisation at three stages. The first stage is associated with the pre-test text with no feedback whatsoever. The second stage is the exposition text in which the students received feedback in the framework of the genre-based pedagogy. The third is the discussion text in which the second cyclical teaching and learning activities were carried out. Similar to the exposition text, the students received feedback at macro, middle-ground and up-close sections. The final section discusses some plausible factors which may have affected the deployment of generic structures.

Chapter 5—“*Exploring GM Deployment at Paradigmatic Level*”—provides quantitative analysis of GM according to different categorisations. The chapter further quantifies the deployment of nominalisation and its sub-types across the students’

texts. The quantification of complex processes construed as Things as the major type of nominalisation indicates that the paradigmatic realisation of this feature is sensitive to the text-type.

Chapter 6—“*Exploring GM Deployment at Syntagmatic Level*”—provides detailed analysis of the realisation of GM at the syntagmatic order from the pre-test to the exposition and discussion texts. The chapter indicates how the deployment of the semantic categories of element, figure and sequence contributed to the students’ texts particularly in composing arguments.

Finally, chapter 7—“*Concluding Remarks and Discussion*”—discusses the findings of the investigation, responds to research questions, notifies the limitations of the study and puts forward suggestions for further research and concludes the study.

## **CHAPTER 2**

### **Literature review and theoretical background**

#### **2.1 Introduction**

The field of EAP has a considerable research conducted into the improvement of ESL and EFL students' academic writing. Amongst other things, in the literature the role of rhetorical consciousness-raising has been highlighted as an important technique in improving students' writing. This view is broadly supported by Contrastive Rhetoric, North American genre pedagogies including English for Specific Purposes (ESP) and New Rhetoric, and by the Sydney genre school. However, the very notion of consciousness-raising dates back to traditional grammarians who advocated conscious grammar instruction. This idea has recently been revisited by mainstream applied linguistics that altered the view of consciousness-raising from teaching grammar for the sake of grammar to grammar as an aid for learning. The review of literature in the Sydney genre school, which is developed on the principles of SFL, has been found compatible with the explicit rhetorical teaching by EAP genre pedagogies on the one hand and the notion of consciousness-raising in mainstream applied linguistics on the other.

The notion of genre as a 'high-order-of-consciousness' was introduced first by Martin (1985, 1992), who added this layer of meaning making in SFL above the context of situation. Later on, this notion was adopted by many Australian educational linguists and included in the teaching and learning pedagogies (Martin and Rose 2003, 2008; Rothery and Stenglin 1997; Feez 1998; Christie 1999; Knapp and Watkins 2005). In this pedagogy an equal emphasis is paid to the explicit teaching of rhetorical structures at the level of context of culture and specific language features at the level of lexicogrammar in each text-type (Martin 2005). The textual features are realised through the ideational, interpersonal and textual metafunctions at field, tenor and mode of discourse on the one hand, and at the generic structures at the level of genre on the other. More specifically, and as an example of textual feature GM has been theorised to act as a bridge between text and context (Halliday and Matthiessen 2004, 2006). In SFL, GM has also been considered as the source of consciousness (Halliday 1994; Halliday and Matthiessen 2006:222). Since the focus of this study has been on the possible impact of the genre-based pedagogies in developing GM as means of



improvement in the students' texts, the outline of the discussion in this chapter is divided into three parts.

First, there is a section which explains the Sydney genre school pedagogy and justifies its consciousness-raising role in improving the academic writing of students. The section will also present some prototype materials on how the materials are structured and how such pedagogy can be implemented.

Second, there is a section which reviews some key studies in the consciousness-raising in general and in the context of academic writing in particular. This section provides the rationale for employing such a methodology in the framework of SFL and the Sydney genre school. The subsections include the extension of the notion of consciousness-raising in SFL and the Sydney genre school as well as the report on developmental aspect of such an approach specifically in teaching English academic writing.

Third, there is a section which briefly reports on the outcome of consciousness-raising studies in improving the academic writing of Iranian university students. This short section justifies the innovation of the genre-based pedagogy to Iran's academic contexts.

## **2.2 The genre approach**

### **2.2.1 The notion of genre**

There is a common consensus in defining the notion of genre among the two broad camps of North America including New Rhetoric and ESP, and the Sydney genre school. The publication forums and the body of research conducted in New Rhetoric and ESP value conscious genre teaching for First Language (L1) and Second Language (L2) learners. For example, the scholars who are involved in L2 writing such as (Hyland 2002, 2003; Paltridge 1997, 2001, 2002, 2004; and John 1995, 1997, 2002), to name but a few, emphasize the positive effects of conscious teaching of genre in developing L2 students' writing. Similarly, Martin (2005) as a leading figure in the Sydney genre school argues about the advantages of explicit genre teaching in developing the academic writing of native and ESL, EFL students.

However, in spite of the common definition, opinion has been divided between the North American and the Sydney genre school. While in the former the focus has been on exploring the relationship between text and context from a specific category of discourse, the Sydney genre school is based on linguistic perspectives and by the highlighting of literacy dimensions. The approach to genre from ‘situational factors’ (Bazerman 1988; Freedman and Medway 1994; Miller 1984) in New Rhetoric or ‘discourse community’ (e.g. Swales 1990) in ESP represent the same perspective. For example, Bazerman (1988) and Devitt (1991) suggest ethnographic methods such as participant observation, interview and document collection for analysing texts as a gateway for identifying contexts around genre. In ESP, the same ethnographic method is at work but the focus hinges on discourse community as the starting point. However, the notion of genre by the Sydney genre school has been applied to educational contexts and classroom settings, and its primary focus has been on literacy development. Having such an aspiration, the Sydney genre school has succeeded in developing a number of successful teaching and learning models in different educational categories. For example, Ellis (2005) reports on the positive influence of the deployment of this approach in primary and secondary schools. Torr and Simpson (2003) identify genre-specific rules as indispensable tools for students’ success at school, particularly the development of GM in their writing.

Yet, there are still some debates on the principles on which the Sydney genre school is based, including the predictability of the handful of generic features. Reid (1988) and others such as Swayer and Watson (1998: cited in Reid 1988) are among the critics who argue that not every individual text can be matched with this criterion. In response, the proponents of this approach argue that there are numerous studies (such as Wray and Lewis 1998; Kress 1999; Rose, Gray et al. 1999; Woodward-Kron 2005) that have indicated the consistencies and predictability of texts in achieving a particular communicative objective, and concluding therefore that numerous texts can be accommodated within a limited taxonomy of genres. Furthermore, the argument made in support by the Sydney genre school is that the focus is on the prototypical text for achieving particular communicative objectives such as argument, report, etc. In modelling the text, there are ‘required’ and ‘optional’ elements, and there is also the possibility that a text in a given circumstance may not match the model.

Christie (1999) also notes that the notion of genre in SFL and in the Sydney genre school is based on making choices. Kress (1999) claims that genre as a linguistic category involves a social process and each social event includes complex social structures which bring about the combination of ‘generic choices’. Many systemicists, such as Martin and Rothery (1980, 1981) and Christie (1989), have formulated this notion under the ‘typology of genres’, which can be used for teaching school subjects. Furthermore, Freedman and Medway (1994) and Christie (1991) support deliberate way of teaching genre as a positive step in achieving equal access to literacy in educational contexts.

The genre-based approach in this study then is regarded as a consciousness-raising resource in improving EFL students’ academic writing. That is, the study focused on the consciousness raising impacts of the exposition and discussion genres and the linguistic consciousness which was developed in the students’ texts.

### **2.2.2 The Sydney-school taxonomy of genres**

A number of scholars who have a close affinity with the Sydney genre school have investigated types of genres. As an initial attempt, Martin (1989) has classified the types of genres into five major taxonomies of procedure, description, report, explanation and exposition.

After almost a decade, Butt et al. (1997) has introduced a finer classification with seven major taxonomies. They deployed the term ‘text-type’ instead of ‘genre’ for nominating the types of taxonomies. The social purpose of each category has been the major motif for identifying each type. For example, a sequence of events and its evaluation is classified under ‘recount’; the way of doing something under ‘procedure’; a sequence of events with an unexpected outcome under ‘narrative’; information about something under ‘information report’; how and why something has taken place under ‘explanation’; to argue about a case under ‘exposition’ and discussing more than one aspect of something under ‘discussion’.

Building on a previous book (Martin and Rose 2003), Martin and Rose (2008) have introduced genre families in which they have sub-classified specific genres within

each family. The seven genres which were observed by Butt et al (1997) have further been expanded with both extra genre families and finer sub-classifications within each family. Moreover, genres are identified in relation to the disciplinary practices such as story genres, news genres, science, etc. and under the overall socio-cultural environment. The following table summarises some of the identified taxonomies by Martin and Rose (2008).

**Table 2.1** A summary of types of genres and their social purposes

<b>Taxonomies</b>	<b>Genre</b>	<b>Purpose</b>	<b>Humanities and social sciences</b>	<b>Society and environments</b>
Story genres	recount	recounting events		
	Narrative	resolving a complication in a story		
	Exemplum	judging character or behaviour in a story		
	Anecdote	sharing an emotional reaction in a story		
	observation			
News stories	News	informing people about events of the day		
Response genres	personal response	reacting emotionally to a text		
	review	evaluating a literary, visual or musical text		
	interpretation	interpreting the message of a text		
	critical response	challenging the message of a text		
Argument genres	Exposition	arguing for a point of view		
	Discussion	discussing two or more points of view		

Martin and Rose (2008) have also identified other taxonomies such as ‘chat’, ‘non-verbal communication’, ‘history genres’, ‘explanation’, ‘report’, ‘technological reports’, ‘procedure’, and ‘procedural recount’ that some of them have sub-classified into different types of genres. History genre, for instance, is sub-classified into ‘autobiographical recount’ and ‘biographical recount’. In the former, the discussion hinges on recounting life events, whereby in the later the focus is on recounting life stages. In the overall classification, the focus has also been on the disciplinary practices and the socio-cultural context in which the text occurs.

In this study, however, the focus has only been on the argument genres, i.e. exposition and discussion. The reason for selecting them was to develop Iranian EFL students' consciousness in appropriate development of argumentative texts in the target language. One of the expectations was the improvement in conscious deployment of generic structures over the introduction of this pedagogy. I shall explain these genres in more details in the following sections.

### **2.2.2.1 Exposition genre**

The definitions of the exposition genre by the scholars in the Sydney genre school have a common thread. For example, Martin (1984) defines exposition as a series of arguments which are presented judgmentally in favour of the highlighted argument. Similarly, Woodward-Kron (2005:28) defines exposition as texts whose social purposes are logically-sequenced in favour of a judgement. Droga and Humphrey (2002) define exposition as a text for persuading to accept a particular point of view. What is common in all the above definitions is favouring one-sided argument to accomplish a certain social purposes. The intended meaning, however, is not presented one here and one there but through the cohesive scaffolding across texts. A number of scaffolding elements has been offered for the common structure of this genre. Gerot and Wignell (1994), for instance, have offered the following components:

- Thesis  
Position: introduces topic and indicates writer's position  
Preview: outlines the main arguments to be presented
- Arguments  
Point: restates main argument outlined in Preview  
Elaboration: develop and supports each Point/argument
- Reiteration: restates writer's position

In order to illustrate the generic structures identified in the exposition genre, the following table is an attempt to illustrate these stages through a concrete example from a model exposition text:

**Do you agree with the Forestry Commission’s policy to phase out major logging operations in NSW? Give reasons for your answer.**

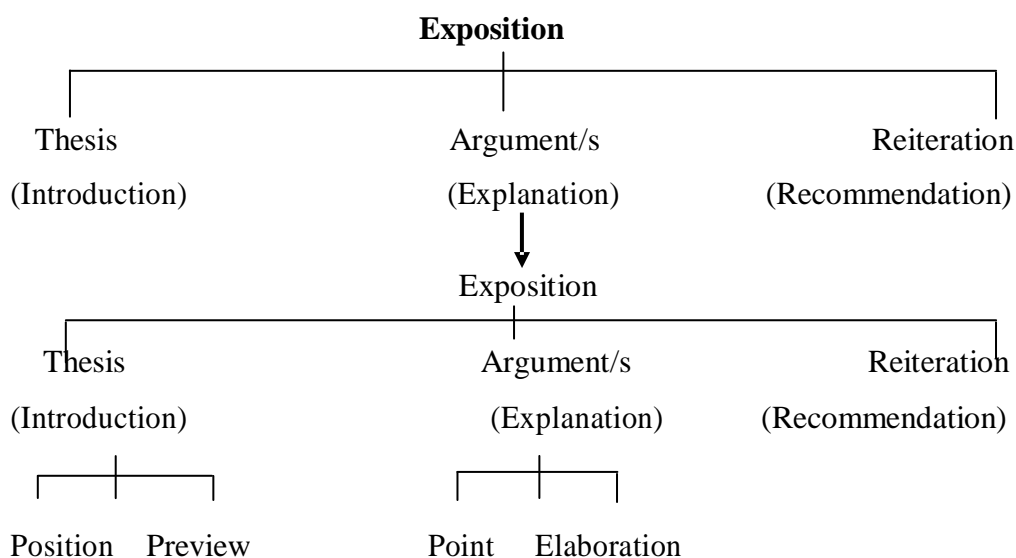
**Table 2.2** A sample of exposition text-type

<b>Part</b>	<b>Functional stages</b>	<b>Text</b>
<b>Introduction</b>	<b>Identification</b>	Rainforests are closed forests which found in patches along the east coast of Australia. In NSW, the Forestry Commission estimates that there are currently 253,000 hectares of rainforest remaining of which almost 70% is in states Forests (Stacey, 1995:35). At present, these areas are logged by both selective and clear felling methods, according to an annual quota of a volume of timber which can be taken by each mill.
	<b>Thesis With concession</b>	Despite arguments to the contrary, <u>there is strong evidence that these logging practices not only cause significant and often irreparable damage to the environment but ultimately to the timber industry itself. The Forestry Commission’s policy of phasing out major logging operations by 1996 must, therefore, be considered essential to preserve what is left of the NSW rainforests.</u>
<b>Body</b>	<b>Argument 1</b>	The most important reason for phasing out logging is its destructive impact on the environment.
	<b>Point Elaboration  Evidence Evaluation</b>	Logging affects the rainforest ecosystem in a number of ways. Firstly, the loss of rainforest means the loss of large quantities of unique plant and animal species. Despite their diminishing area, the rainforests of eastern Australia still retain the greatest number of flowering plant species in the world (Stacey, 1995: 45).
	<b>Effect 1 &amp; 2  Consequence</b>	The rainforests also provide a habitat for many species of rare and or endangered animals, some of which are found only in rainforests. These plants and animals evolve to suit the specific environmental conditions of the rainforest. If these conditions are modified by removing trees, many of these species will become extinct. It is estimated, in fact, that if rainforest destruction occurs at the present rate, by the end of the century nearly half of the world’s plant and animal species will be wiped out (Lucas, 1998: 36). Although the forestry industry claims that trees grow well in regenerated forests, these new growth forests do not provide the conditions for many species to survive.

	<b>Example</b> <b>Effect 3</b>  <b>Evaluation</b>  <b>Consequence</b>	<p>For example, the new trees do not have the valuable hollows which provide habitats for tree dwelling animals. Rainforest soils are also affected by removing trees. In general most of the nutrients of rainforests are stored in the vegetation and not in the soils. Before logging, the soil is protected by vegetation and leaf litter. When the canopy of trees is partially or totally removed by logging large areas of soils are left exposed to rain and wind. The water and nutrients are transported out of the area by the rain and wind resulting in soil erosion. Even though new trees are often planted, a great deal of the nutrient value of the forests may be lost before the soil can once again be protected.</p>
<b>Body</b>	<b>Argument 2</b>	<p>A second reason for phasing out rainforest logging is that continuing present logging practices will ultimately have a negative effect on the timber industry itself.</p>
	<b>Point Elaboration</b>  <b>Evidence</b> <b>+Evaluation</b>  <b>Consequence</b>	<p>While the timber lobby argues that continued logging will protect the industry (Jarvis,1998:56), this argument ignores the long term effects of continuing present practices. Many timber mills in NSW are still operating occurring to quotas which were set in 1953. These quotas were determined on the basis of each mill's log intake and were set well beyond the capacity of the state's rainforest areas to sustain them. Although some quotas have been changed since then, these unsustainable logging practices are continued the supply of timber will soon run out and many workers will lose their jobs.</p>
	<b>Argument 3</b>	<p>Finally, there are strong political reasons for ceasing logging.</p>
	<b>Point Elaboration</b>  <b>Evidence</b> <b>+Evaluation</b>  <b>Deduction</b>	<p>Although supporters for logging claim that conservationists represent only a small minority of the population, there is evidence to prove that this is far from true. A recent opinion poll commissioned by the national Conservation Foundation found that 69% of people in NSW favour preserving what is left of the state's rainforests from logging and clearing (NCF report, May, 1998). This is a substantial majority and shows that rainforest protection is by far the most important conservation issue in N.S.W.</p>

<b>Conclusion</b>	<b>Reinforcement Evaluation Suggestion</b>	The arguments presented above make it clear that continuing current practices of rainforest logging in NSW would be irresponsible. Therefore, phasing out rainforest logging as proposed by the Forestry Commission is the only viable alternative because it allows for time to find viable alternatives to rainforest timbers and to provide alternative employment to the workers.
	<b>Recommendation Suggestion</b>	One possible way of addressing the economic consequences of phasing out logging is to develop other industries such as eco-tourism in the existing rainforest areas. Properly managed eco-tourism would provide employment and much needed money for the mill towns, enable people to enjoy and appreciate the value of the existing rainforests as well as ensure the continued preservation of the delicate rainforest ecosystems.

In the exposition text above, there are three main stages: Thesis, Body and Conclusion. In the Thesis, after a brief background to the history of logging in Australia, the author indicates his position with regard to the negative environmental consequences of logging for both the rainforests and industries themselves. This position is maintained in the body section through a series of arguments in supporting the flagged Thesis. In the conclusion, the author evaluates the outcome of excessive logging and offers some suggestions. Martin (2005) has visualised the overall exposition genre in the following figure.



**Figure 2.1 Structure of the exposition from Martin (2005:135)**



The figure indicates the big picture including the components of each stage in the Thesis and Arguments. As it can be inferred, the sample text above has the same generic structures as in the model presented here.

#### **2.2.2.2 Discussion genre**

The scholars in the Sydney genre school have offered a similar definition for the discussion genre. What unites the definitions are two important characteristics: one social purpose; and second structural developments. On the basis of this account, for example, Martin (2000) defines the discussion genre as multifaceted points of view with more than one evaluation. Knapp and Watkins (2005) define discussion as complex argument in which an issue is considered from a variety of perspectives. For Woodward–Kron (2005) the social purpose of different considerations of the topic and making an informed judgement at the end is the key for the discussion genre.

The discussion and exposition genres are equally similar and different from each other. In both genres the social purpose of the text is to persuade the reader/listener. However, unlike the exposition in which the author explicitly declares her position at the beginning of the text, in the discussion genre it is almost the other way round. In discussion it is only after a series of debates in presenting arguments “*for*” and “*against*” that the author indicates her position in the final section. The social purpose in turn reflects back in its structure, so that the presentation of different points of view and the declaration of position along with several perspectives differentiate it from the one sided exposition genre. On this basis, Droga and Humphrey (2002) have made three main structural distinctions as:

- Identification – provides a context for the discussion by introducing the issue and giving any relevant background information; may preview in a general way, different view points
- Arguments for and against–paragraphs used to present arguments for both sides
- Conclusion/ recommendation–sums up both sides and makes a recommendation favouring one side.

The following table is an example of model discussion text-type. It illustrates the above mentioned generic structures in this genre.

**Table 2.3** A sample of discussion genre: Recycling – It’s not easy being green.

<b>Part</b>	<b>Functional stages</b>	<b>Text</b>
<b>Introduction</b>	<b>Identification</b>	Reduce, reuse, and recycle. Everyday we are told that we need to take more care of our environment. But it’s not that easy being green – or is it?
	<b>Argument 1</b>	<b>Over the past few years, local councils have tried to make it easier for people to be green.</b>
<b>Body</b>	<b>Point Elaboration</b>	They provide different coloured bins so residents know where to put their rubbish. Added to these coloured bins are pictures on the bins showing what is allowed and what is not. These steps make it simple for people to recycle most of their household waste and help protect our environment.
	<b>Argument 2</b>	<b>At the same time, hundreds of thousands of Australians participate in the annual ‘Clean Up Australia Day’.</b>
	<b>Point Elaboration</b>	This was started by a famous Australia, Ian Kiernan. He aims to make people more aware of the need to look after our country and its unique landscape. It certainly is inspiring to see so many people collecting rubbish from their local areas and the best bit is that most of it is recycled. Surely that many people can’t be wrong!
	<b>Argument 3</b>	<b>Other narrow minded people believe that one person can’t make a difference.</b>
	<b>Supporting reasons and evidence – another point of view</b>	Well they’re wrong. Every item that is recycled is a bonus for our environment as we learn to use our resources in a more efficient way so that they last for years to come.
<b>Conclusion</b>	<b>Restatement of the position</b>	Recycling is not that hard when you think about it. Almost everything we use can be recycled, from paper to glass to plastic. It makes sense to do everything we can to help protect our environment for the future. Green is the very best colour of all!

### **2.2.3 Genre-based pedagogy**

Among the scholars in the Sydney genre school, Rothery (1984) is the pioneer in making the coordination between the theoretical concepts and its application to the teaching and learning pedagogy. She employs seven stages including introducing a genre, focusing on a genre, jointly negotiating a genre, researching for materials before writing, drafting, consultation between peers and teacher and finally publishing as the main criteria for the genre-based pedagogy. Feez (1998) revisited these criteria and summarized her model of genre-based teaching and learning cycles at five stages. The stages include: building the context; modelling and deconstruction of text; joint construction of text; independent construction of text; and linking related texts. What is noteworthy in Feez's (1998) model, however, is the formulation of stages according to the progressions both in genre theory in the Sydney genre school and SFL. For example, under the first two stages students are required to explore consciously the context of culture, the context of situation and the language features of a model text. The consciousness-raising is carried out by highlighting the general social purposes of the text, its register and the lexicogrammatical features, respectively. In turn, the production cycle is the conscious reflection on the first two stages. That is to say, the stages are well arranged to accommodate the sequences of layers foreseen in the theoretical design—instantiation. In the last stage, the comparison between similar texts within the same context or with other text-types develops the domain of consciousness beyond the model text. In this regard, other than stage by stage teaching and learning cycles the elaboration of students' consciousness is adequately accommodated, which coincides with the theoretical advancements.

Amongst others, Martin (2000) designates the three stages of deconstruction of text, joint construction of text and independent construction of text as the main scaffoldings for enabling teachers and students to work together within a similar text-type.

### **2.2.4 Studies on students' problems in developing argumentative genres**

There is a growing body of evidence which indicate that students experience problems in developing argumentative texts. Reviews of studies in academic writing, particularly studies in argumentative/persuasive text-types in native and EFL contexts

reveal that students cannot easily develop the argumentative text-types. Ballard and Clancy (1991) and Couchman (1997), for instance, find that most of the undergraduate students face difficulty when they are called to participate in academic argument. Andrew (2005:110) argues that developing arguments in an acceptable form, i.e. 'argumentation' is difficult for students. Among other things, Stuart-Smith (1998) argues that the argumentative/persuasive genre exerts more pressure on students. Martin's (1993) finding indicates that this pressure is more tangible in disciplines such as humanities where the main part of the activity hinges on developing 'reasoned arguments'. In this regard, some scholars (such as Lloyd 1996; Connor et al. 1987; Crowhurst 1991; Johns 1993; Knudson 1994) also confirm that arguing about a certain proposition and its form is one of the important assignments at university and an area where most of L1, particularly L2 students, lag behind. Students struggle to argue, discuss and evaluate in a persuasive manner (Ballard 1984; Ballard and Clanchy 1981, 1991; Grabe and Kaplan 1996).

The lack of linguistic and rhetorical experiences in the target English language make it difficult for L2 learners to produce a sound persuasive text (Johns 1993; Connor 1988; Thompson 2001). This problem has been investigated in different EFL contexts. For example, studies carried out by (Mohan and Lo 1985; Choi 1988; Arsyad 2000; Hirose 2003) indicate that undergraduate students from East Asian countries experience a severe problem in producing argumentative/persuasive texts. Katchen (1982) discusses this issue by comparing instances of cultural differences in argumentative/persuasive genres between the English and Persian languages. Katchen (1982) in comparing English and Persian expository texts found that there are major differences in the introduction, conclusion and topic sentence's clarity and position between English and Persian persuasive writings. In English argumentative texts there is explicit use of introductory and conclusion sections, whereas in Persian there is no categorical deployment of these sections. Katchen (1982) also affirms that Persian persuasive text lacks the explicit use of 'topic sentence' which is contrary to the explicit deployment of such stages at the beginning of almost every academic paragraph in the English language. As a way to overcome such shortcoming, Thompson (2001:74) suggests that the genre-based pedagogy is a good source for enhancing students' consciousness of these rhetorical conventions. Martin (1989, 1992) and Liddicoat (1997) emphasise the peculiarity of each type of genre, a fact that

in this study has been taken into consideration. Two rounds of teaching and learning cycles are developed for enhancing the students' consciousness of different genre staging and language features which I shall discuss in the methodology chapter. In the following section the relationship between different modes of meaning will be highlighted.

## **2.3 Genre and Systemic Functional Linguistics**

### **2.3.1 Modes of meaning**

The fact that the Sydney genre school emphasises teaching conscious deployment of textual organisation through the deployment of the genre-based pedagogy stems from the view of language by SFL. In turn, SFL has developed a complex analytical methodology of consciousness at register and text levels which are employed in this study. Therefore, in the following section I shall briefly review key concepts of consciousness in SFL and its relationship to the concepts developed in the Sydney genre school. Accordingly, the key aspects will include some linguistic analyses which have been carried out in this study, i.e. the experiential and some relevant areas of meaning making.

Halliday (1985) describes field or the ideational metafunction as the manifestation of the world. Halliday (1985:16-23) describes it through the identification of the components of the world such as people, places, things and processes as well as its use by the people. Halliday and Matthiessen (2006) divide field into two aspects: experiential and logical. The ideational metafunction has also been defined by some scholars in SFL. Martin (2001:12-14), for instance, makes a distinction in defining field at the level of register and at the level of lexicogrammar. In the former, he refers to its discoursal function and argues that it is about people and their interaction with each others' lives. In the latter, he refers to the knowledge about the world, both how and what, in which people are acting. On the basis of this argument, Martin and Rose (2003) define the role of ideational metafunction in construing our experience of reality and material into the flow of discourse. Eggins (1994:78) likens the field of a text to the realisation of experiential meaning, which takes place through the transitivity of the grammar.

Halliday (1985) defines the interpersonal metafunction as qualitative in which the social relationship between the reader and writer or the speaker and listener are based on values. On the basis of this value relationship, SFL has developed the interpersonal meaning: proposition and proposal. The former relates to the degree of resistance, while the latter relates to binding. Martin (2001), for instance, employs two concepts defined as ‘status’ and ‘contact’ for the proposition and proposal, respectively. Eggins (1994) argues that the realisation of such relationship in text takes place through the ‘Mood’ patterns of the grammar.

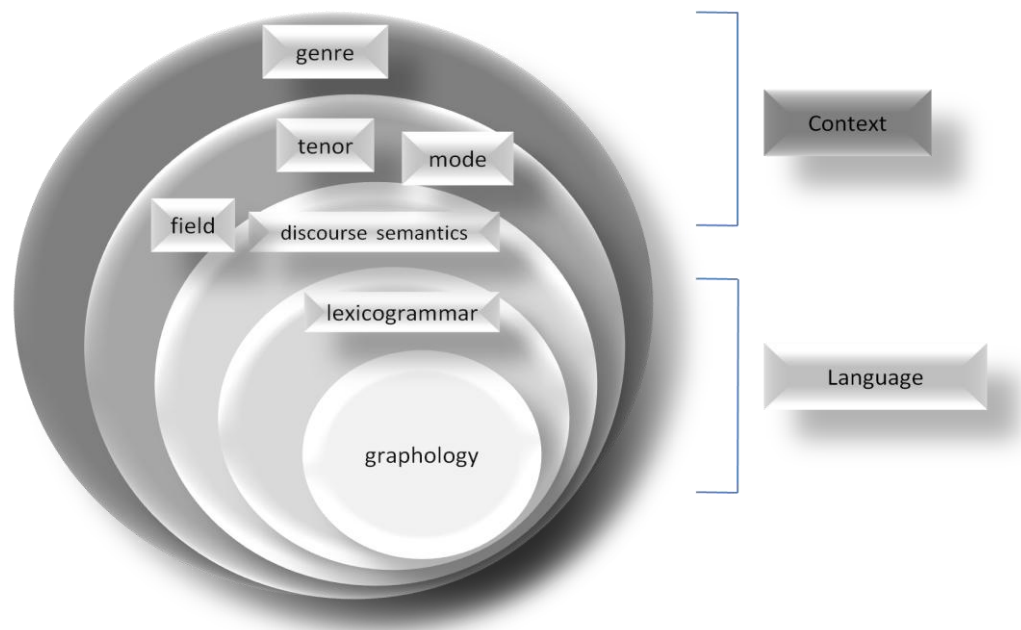
The textual metafunction refers to the channel of communication, for instance, whether it is written or spoken. Halliday (1985:16-23) defines the textual function as ‘an appropriate message in a particular environment’. Eggins (1994:78) assigns ‘Theme’, the pattern of a grammar through which the textual meaning is realised.

In sum, SFL discusses the use of language by people under different social and contextual circumstances and how this language deployment takes different forms. According to Martin (1997) and Martin and Rose (2008), this view of SFL is also shared by the Sydney genre school in structuring and classifying different types of genres. This implies that in formulating any kind of genre one is making conscious choices among a series of available options in the ideational, interpersonal and textual metafunctions. The formulation of these choices takes place through a particular ‘register’, which is the topic for the following discussion.

### **2.3.2 Register**

According to Halliday and Matthiessen (2004, 2006), there is a relationship between the modes of meanings and its realisation in the social context. Accordingly, the choices are triangular with one angle reflecting field—the experience in the happening or description in the social setting; another angle its tenor—rules and relationships in the communication; and third angle its mode—the nature of text. In SFL, the realisation of field of discourse is largely related to the ideational, the realisation of tenor to the interpersonal and the realisation of mode to the textual metafunctions. As a result, any utterance will configure the combination of these three choices. In studying any kind of register, SFL considers the triangular realisation of field, tenor

and mode of discourse. Martin (1997) and Martin and Rose (2008) extends this contextual realisation into the context of culture. At this stage, a particular context of culture is the realisation of choices made from the field, tenor and mode at the level of register. In this way, a particular register realises a particular genre. The configuration of this relationship by Martin and Rose (2008) is visualised in the following figure.



**Figure 2.2 Register**

The correspondence between the register and genre in which genre is formed out of the registerial choices—field, tenor and mode of discourse—is vital for this study. This is particularly important in construing the relationship between GM and genre. I shall discuss this point further in the section below.

### **2.3.3 Genre and register**

Martin (1985, 1992) introduced genre as a semiotic level beyond register. He made a distinction between register and genre as interrelated features of context of situation and context of culture, respectively. According to Martin and Rose (2008), genre is realised by register as the register is realised by choices in the discourse semantics. That is to say, there is a reciprocal relationship between the register and genre, and the choices in one reflect back on the other. This has been spelled out in Martin (1992) under the notion of two communication planes, i.e. genre and register as one plane

and language as another. However, this view has some critics among SFL scholars such as Hasan (1985) and Halliday and Matthiessen (2006). In spite of some debates, Martin (1997) emphasises the educational aspect of this model particularly for its easy applications in such contexts. The application of genre-based pedagogy in native and ESL, EFL contexts suggests the usefulness of this model.

The discussion on the notions of register and genre are essential for this study. This is because one possible postulation is that as a result of the application of the genre-based pedagogy the students may appropriately deploy the ideational, interpersonal and textual choices from the language. In turn, the realisation of these choices at the context of situation and consequently at the level of genre would indicate how the students have been able to develop the meaning potential through the argumentative genres. Regarding the purpose and the time constraints in this study, it was not possible to investigate all areas of meaning making in the students' texts. Therefore, the textual staging at the level of genre for evaluating rhetorical consciousness and GM for construing the type of consciousness at the level of lexicogrammar were selected for analysis in the students' texts. It is also noteworthy to mention that the focus was only on the ideational aspect of GM. A further explanation on what GM is and how it contributes to the process of meaning making will be made in the following section.

## **2.4 An overview of the literature on consciousness-raising case studies for literacy development**

Since the focus of this research has been on the possible role of the genre-based pedagogy in enhancing the linguistic consciousness-raising for developing the EFL students' argumentative texts, it can be classified as one of the consciousness-raising studies. In the following sections, I shall review the definitions of consciousness-raising from different perspectives. I shall also review key related studies, specifically from the perspectives of mainstream applied linguistics and SFL.

### **2.4.1 Definitions of, and rationale for, consciousness-raising studies**

The consciousness-raising approach has long been deployed for teaching and learning English language under different theoretical frameworks and methods. According to



Nassaji and Fotos (2004), the traditional grammarians are the pioneers who have noticed the importance of conscious grammar instruction in language pedagogies. Their focus, however, was confined to teaching and learning grammar for the sake of grammar. Corder (1973:331) is one of the pioneers who cast doubt on the efficacy of traditional grammar instruction in enabling the learners to acquire the language. He redefined the notion of grammar-based teaching from the 'object' to the 'aids' of studying.

The emergence of communicative approach in the late 1970s overshadowed the value of grammar-based teaching and learning (Nassaji and Fotos 2004). Furthermore, this negligence was enhanced by the debate in cognitive psychology, in which a distinction was made between the 'explicit' and 'implicit' language learning and whether language learning takes place through conscious or unconscious manipulation of information, when people are exposed in language input (Bialystok 1990, 1994; Ellis 1994; Reber 1967, 1989, 1993). Krashen (1981) represented it through conscious and unconscious manipulations of mind activities and argued that language learning which involves grammar teaching only promotes 'declarative knowledge' and has no contribution to 'procedural knowledge'. Along with cognitive psychologists, Chomsky's (1981) notion that every human being is equipped with a Language Acquisition Device (LAD), which was developed under the theory of Universal Grammar (UG), absorbed many linguists' attention including those who were researching Second Language Acquisition (SLA). As a consequence of this widely held view, SLA claimed that if UG is accessible to L2 learners, then there is no need for conscious grammar instruction and learning can take place through the interaction of input with the UG principles (Cook 1991; Dulay, Burt and Krashen 1982; Schwartz 1993; also see Goldschneider and DeKeyser 2001).

In the late 1980s and under the hegemony of Chomsky's syntactic theory of language, the applied linguists such as Rutherford (1987a, 1987b) and Sharwood-Smith (1981) reintroduced a new version of consciousness-raising in which the pedagogic and contextual importance of conscious grammar instruction was taken into account. Rutherford (1987b) argues that in spite of some ongoing disputes over the inclusion or exclusion of consciousness-raising from the theories of second language acquisition and classroom language teaching and learning, the idea is still supported and has a

place in the language-teaching curriculum. However, he highlighted two important barriers: language theories and the role of learners. Rutherford (1987b) challenges language theories which consider the language as product and language learners as uniformed participants—‘tabula rasa’. He refutes the notion of language as an accumulation of linguistic entities in which the role of teacher is to clarify them to the learners. He rather argues that further research will clarify this notion with regard to grammatical processes and the learners’ restructuring of earlier knowledge.

SFL as one of the leading linguistic theories, investigates the importance of grammar not just through noticing the structure and forms or suggesting ways of integrating grammar and meaning, but in analysing grammar from social perspectives and within a given context. More specifically, SFL concentrates on the role of grammar in construing meaning-making which starts early in childhood and develops into different functional layers, i.e. the ideational, interpersonal and textual meta-functions as the child moves from infancy to school children and beyond to adulthood (Halliday 1975, 1993). Halliday (1994) and Halliday and Matthiessen (1999, 2004) identify GM as the main element for developing such consciousness across the three different time scales in Phylogenetic, Ontogenetic and Logogenetic in English language. The arguments are based on collective findings from the case studies. However, in highlighting the role of contextual studies, Halliday and Matthiessen (2004:597) explain the mechanism of GM in bridging between text and context as—‘transgrammatical semantic domain’. Halliday and Matthiessen (1999) explain it through the options which GM creates at the level of lexicogrammar and correspond qualitatively and quantitatively with the external registerial complements. As discussed, Martin (1997) extends the complementarities to a level beyond the register and genre in the context of culture.

For further explanation of the notion of consciousness with regard to the recent theoretical progression in the mainstream applied linguistics and SFL, first their similarities and differences will be addressed. Second, a brief overview of the notion of consciousness in SFL will be presented from the textual, interpersonal and ideational function of GM. Third, an overview of the studies will be presented in relation to Phylogenetic in the history of scientific English; Ontogenetic in the native

English child language acquisition and Contextual in relation to GM and the development of academic writing in native English and ESL, EFL contexts.

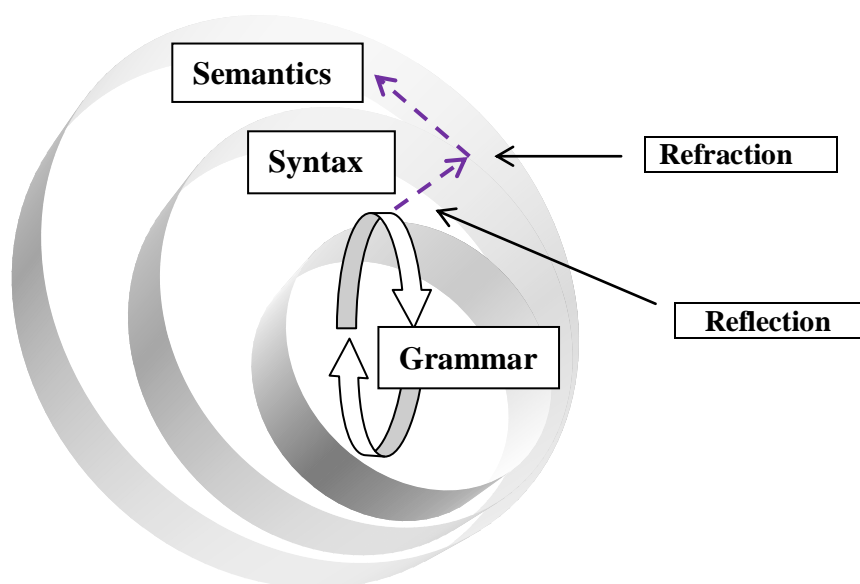
#### **2.4.2 Similarities and differences between Consciousness-raising and SFL**

There are similarities and differences between GM in SFL and consciousness-raising approach in the mainstream applied linguistics. Halliday's (1994, 1985:342) notions of GM as 'a system of above' in 'discourse semantics' has similarities and differences with what some prominent figures in the mainstream applied linguistics such as Rutherford (1987a, 1987b) describes as calling for the learners' attention to the target language features. However, unlike consciousness-raising in the mainstream applied linguistics, which has mostly concentrated on L2 language learners, SFL applied this notion to both native and non-native speakers and to different language functions. In order to find out what GM is and how it incorporates with and distances itself from the mainstream applied linguistics, first I shall review the sources of consciousness modelled by the mainstream applied linguists. Then I shall focus on the progressive definition of GM from its introduction by Halliday (1985, 1994) to its present status. This will be followed by explaining different functionalities of GM with reference to ideational, interpersonal and textual metafunctions.

Similar to Corder (1973), Rutherford (1987b) introduces grammar as a problem-solving tool to identify the grammatical properties of language. In his grammar-based model the syntax has a pivotal role. Rutherford (1987b) has coined the term 'grammaticisation' to show the role of grammatical consciousness-raising in the target English language. Grammaticisation is manifested in improving the learner's ability: (1) to grammaticise topic-comment into subject-predicate; (2) to utilize grammatical devices to express relations between form and meaning; (3) to generate verbs and make argument through verbal nouns; and (4) to produce subordination and coordination between sentences. It can be seen that the type of consciousness-raising here is mainly concerned with the syntactic aspect of the target language.

Accordingly, Rutherford (1987b) argues that if consciousness-raising is conducted with audiences whose language is not English, they need to be made aware of such characteristics. He represents this notion through the relationship between the English

grammar—syntax and semantics. In this model, grammar is reflected in the syntactic relationship, and the syntax does not refract semantics. That is to say, syntax is situated at the heart of this model and it coordinates between the choices from syntax and semantics. The following figure aims to represent this relationship.



**Figure 2.3 The relationship between Grammar, Syntax and Semantics**

According to Rutherford (1987b:214), in this case ‘the syntax is riding roughshod over the semantics’, meaning special challenges will be created for L2 adult learners. That is, not all items in the mother tongue of an individual will have correspondence in the target language and the learners will need to learn those new features. However, this view of language organisation places the syntax at the centre and renders the semantics as secondary. This model of consciousness-raising, therefore, involves looking ‘from below’, where the choices are made from the syntax rather than the semantics.

Rutherford’s (1987b:213) introduction of grammaticisation is also extended to contextual domains under the name of ‘pedagogical exploitation of grammaticisation’. To indicate the pedagogical application, Rutherford (1987b: 214) deploys the cluster ‘sing-child-song’ under two different discourse settings to indicate how new syntactic forms take place under different contexts. The first context is that “*a man and a child appear on the stage*” and in the second context “*a song and a piece of piano is played at the end of a programme*”. According to Rutherford (1987b: 214), in the first

context the most likely form which is predicted for the cluster ‘sing-child-song’ is ‘The child sang a song’, where according to Chafe’s (1972) ‘given, new principles’, the child is given, which is thematic and it is raised earlier into consciousness than a song which takes the indefinite article as new and is rhematic and comes later to consciousness. While in the latter the most possible syntactic organisation might be ‘A song was sung by a child’ where the passive instead of active or probably an inclusion of embedded clause in between takes place. Rutherford (1987b) takes the semantics as shared in both settings and points to the role of discourse as the reinforcing factor for different grammatical choices.

Rutherford (1987b) also argues that the problem-solving activity needs to be derived from the learners’ field of activities otherwise they will treat the grammar as something ‘objectified’ or a ‘product’ that they must refer to. His best solution is to immerse the learners in the target language situation, wherein different pedagogical experiences coalesce.

As discussed, SFL shares some similarities and differences with the mainstream applied linguistics. Although the investigation of consciousness in both of them is from the grammatical pole, SFL investigates it from the functional point of view and from different time scales at the developmental stages. The notion of consciousness in SFL is equated with the realisation of elemental metaphors, i.e. congruent and metaphoric as well as the realisation of ‘fractal types’, i.e. the collaboration between two motifs of expansion and projection with ‘phenomenal domains’, i.e. element, figure, and sequence (Halliday and Matthiessen 2006:222-23). In this study, however, the focus will be on metaphorical aspects only—elements as ‘Things’ and ‘phenomenal domains’ in the students’ texts. GM has three developmental definitions which I shall discuss in the following sections.

#### **2.4.2.1 The first phase in defining GM**

Halliday (1985, 1994:340) in introducing the notion of GM appeals to lexical metaphor and argues that there are similarities between the lexical metaphor and GM, so that in both of them a similar form of ‘rhetorical transference’ is taking place. If in GM a meaning which would be realised congruently in a verbal group is realised

metaphorically in a nominal group, similarly the same transference of meaning happens in the lexical metaphor at the same grammatical form but with different lexical items. For instance, consider the following example which is taken from Ravelli (1985, 1999:5);

He's always chasing *skirts*.

In this example 'skirts' is a metonymy for girls and both skirts and girls belong to the same grammatical class of nouns, but they are from different lexical items. In this example, the speaker's meaning is realised metaphorically not through different grammatical forms but different lexis. The core issue, therefore, is that in both lexical and GM the rhetorical transfer of meaning takes place.

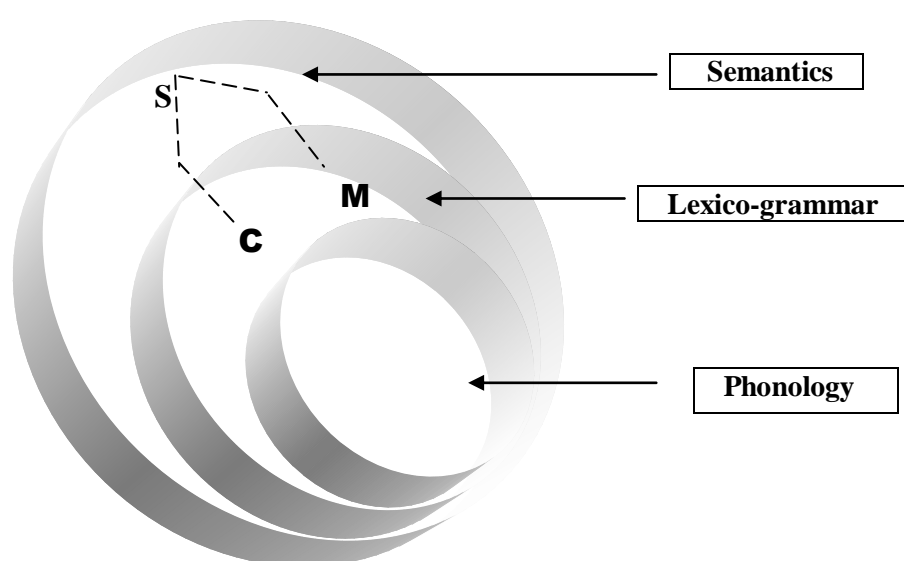
Following this distinction, Halliday (1985) concentrates on GM and divides it into two distinct types of the ideational and the interpersonal GM. SFL designates different communicative roles to these metafunctions in the English language. The first is related to the content of the message, i.e. what is happening or who or what is involved with this happening, etc., while the second is concerned with the message as interaction, i.e. giving or demanding. As an example of the ideational metaphor, consider the following examples by Ravelli (1985, 1999:2);

- 1) The bomb exploded at Hiroshima.
- 2) The explosion of bomb at Hiroshima

In the above examples, while the first one is a complete clause, i.e. consisting of a process, participant and circumstance, the second one is not a complete clause because there is no constituent acting as a process. Instead, as a result of the shift from the material process, i.e. exploded to a noun, i.e. explosion the clause has shifted from "clause" to a "nominal group". Though these two clauses share a common meaning, they are different in grammatical realisations: clause vs. group. In Halliday's (1985, 1994) terms, the second example is the metaphorical realisation and it is the source of new consciousness. That is, the metaphorical mode is extended from the lexical to the grammatical pole of continuum. Therefore, Halliday (1994) introduces the nominal

styles as the major type of GM in the English language which is the result of a pre-selection process at the higher stratum available to the speaker or writer.

In SFL, the tri-stratal model from the bottom consists of phonology, lexico-grammar and semantics. In early development of this model, Halliday (1985) identified one meaning realised in different forms: the congruent and metaphoric. This definition which is represented in the figure below indicates the system of choice from “*above*” with one meaning which has two realisations at the lexico-grammar.

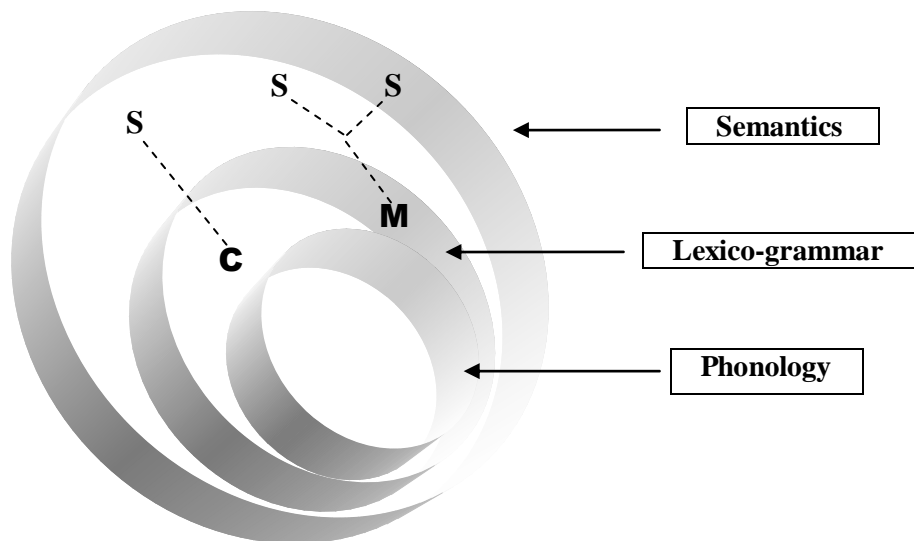


**Figure 2.4 The early definition of GM with one meaning and different realisations**

Ravelli (1985, 1999) states that there are advantages and disadvantages associated with this model. In this model, the metaphorical meaning is related both to the lexicogrammar and semantics. Therefore, the ‘feedback effect’ to the system is shared between them. According to Ravelli (1985, 1999), in spite of this shortcoming the separation of meanings in this model is reinforced through its realisation.

The alternative view by Halliday (1985), which is based on the outcome of studies in artificial intelligence, takes a broader perspective. In this model, ‘the semantic compound’ (Ravelli, 1985, 1999:104) is theorised as a source for the metaphorical realisation and the interpretation of metaphor. According to Ravelli (1985, 1999:104), in this way GM is similar to a ‘pun’ in which two meanings come together to form

another. It is also compatible with the meta-functional theory developed in SFL. That is to say, ‘what we say’ and ‘how we say it’ are two different things, but in the meta-functional theory they are treated as inseparable. The demerit of this definition, however, is that the separation of meaning here is not maintained at the lexicogrammar. The following figure depicts this relationship.



**Figure 2.5 The definition of GM as a semantic compound**

In spite of the fact that at that time these two definitions were available, Ravelli (1985, 1999) selected the first definition with one meaning and different realisations. She justifies this selection mainly for its lack of theoretical development and the idea that the separation of meaning through the realisation at the level of lexicogrammar makes it possible to adopt it in the system network.

#### **2.4.2.2 The second phase in defining GM**

Halliday’s (1998) second definition cites stratal interaction between the semantic and the lexicogrammar as a source for the emergence of GM. It is based on two salient characteristics of content plane, i.e. stratification and space. Halliday (1998:190) argues that ‘the stratified system’ is an inherently capable resource for producing metaphoric expressions. He maintains that since the grammar is a functionally stratified system then ‘[it] has the power of construing, by the same token (that is, by virtue of being stratified) it can also demonstrate, and re-construe along different



lines' (Halliday 1998:190). That is to say, the stratification of grammar paves the ground for construing congruent and re-construing metaphoric expressions. The mechanism for the generation of GM is 'the realignment between the strata and the remapping of the semantics onto the lexicogrammar' (Halliday 1998:192). The space between two strata in content plane, i.e. semantic and lexicogrammar, and consequently the dissociation of congruent patterns form a kind of pun which triggers the emergence of GM.

Halliday and Matthiessen (1999) assign the ideational metafunction as a place where GM occurs. Accordingly, the experiential metafunction construes our inner and outer experiences and interrelations between them through categories in language. In English language these categories and the relationship between them are formed through clause complexes, clauses and relators. Halliday and Matthiessen (1999:48) define this relationship through the notion of Phenomenon;

The phenomena of experience are of three orders of complexity: elementary (a single element), configurational (configurations of elements, i.e. figures) and complex (a complex of figures, i.e. a sequence)...

Therefore, the three categories of elements, figures and sequence are semantic constructs and act symbolically in relating experiential stratum at conceptual level as realised at the lexicogrammatical stratum.

#### **2.4.2.3 The third phase in defining GM**

SFL as a social-constructivist theory not only looks at language from a semiogenetic perspective, but it focuses on context and socio-cultural dimensions as well. Third and the most recent identification by Halliday and Matthiessen (2004) assigns GM as a gateway between linguistic contexts on the one hand and a new horizon for construing various 'discursive events' (Halliday and Matthiessen 1999) and 'agnate forms' (Ravelli 2003:43) beyond language on the other. In fact, Halliday and Matthiessen's (2004) third identification of GM follows the principles of previous studies, where stratal remapping within the content plane is regarded as the main factor in the emergence of GM. However, in this identification a step is taken forward and the

emergence of GM is seen from complementarities between text and context. This identification is a crucial step in expanding the domain of consciousness on the one hand and justifying the inherent nature of GM in bridging between linguistic and non-linguistic contexts on the other. In this regard, SFL incorporates with the mainstream applied linguists such as Rutherford (1979: 67-68) who cites that there is ‘a parallel need for grammar and discourse’ and the mechanism of how ‘grammar encodes discourse’ so that they can be included in a language pedagogy. However, as discussed, there are fundamental differences in considering the system of “*below*” in the mainstream consciousness-raising approach and the evolutionary system of “*above*” in SFL.

### **2.4.3 An overview of critics of GM**

Halliday’s (1985) notion of GM has not only been the focus of attention by educational linguists, it has absorbed other linguists’ attention as well. Goatly (1996), for instance, has largely taken philosophical and psychological perspective in defining GM in which he argues that nominalisation is in harmony with ecology. In fact, Goatly’s (1996) argument is against Halliday and Martin’s (1993) stance on the role of nominalised language in science discourses in which nominalisation has been viewed both as ‘functional’ and ‘dysfunctional’ (Schleppegrell 2001). In the functional sense, nominalisation has been sought as the basis for the evolution of experimental science, enabling the development of technical taxonomies in science and as a tool for developing argument in humanities. In the dysfunctional sense, nominalisation has been viewed as a violator of relativistic view of the world, since it construes a world of Things which sounds objective. Contrary to the latter, Goatly (1996) argues that the deployment of GM in English language is consonant with the relativistic view or what he names as ‘green grammar’. This argument stems from an ontological and ideological outlook rather than the social perspective proposed in SFL. In fact, Goatly (1996) marginalises linguistic analysis within a specific context for ontological, philosophical and psychological ends.

In response to Goatly’s (1996) argument, Schleppegrell (2001) clarifies the social perspective proposed in SFL. She highlights the role of modern society in destroying the relativistic view and its realisation in the English language through the creation of

nominalisation. First, by referring to the educational context, Schleppegrell (2001) argues, textually speaking, congruent form is prior to GM and in explaining nominalisation one needs to appeal to its congruent forms, without which students will be frustrated. Second, by referring to van Leeuwen (1996), she argues that even when linguistic agency is specified, the social agency may be obscured. Schleppegrell (2001:227) by analysing some middle school students' texts on environmental issues indicates that how students' deployment of generic agents such as 'people, humans and we' or nominalised form such as 'habitat loss, ozone destruction and depletion of the rain forests' serve to distance the agents from their actions—destroying the planet. Therefore, Schleppegrell (2001) concludes that the problem of language and ecology is in the lack of information in nominalised phrase and diffusion of responsibility from specific persons to a larger institution or community through the agents such as 'people' in transitive clauses.

Goatly (2011) revisits the above perspectives again in the new edition on the topic. Although he has tried to fill the gap by adding a chapter on the linguistic analysis of metaphor and the function of metaphor in social context, still the discussion hinges on the ideological, philosophical and cognitive aspect of metaphor.

Hengeveld and Mackenzie's (2008) theory of Functional Discourse Grammar (FDG) is another criticism of the notion of GM. Although there are many similarities between SFL and FDG, the language, notation, scope and the aim of the theory differs from SFL. A part of this theory generalises on the notion of nominalisation and claims that nominalisation and its lowering status from transitivity structure in the form of a clause to a nominal group takes place through two processes—'de-verbalisation' and 'substantivisation'. The former is the process of nominalisation which ends in 'de-clausification' and the later is the formulation of nominal form just out of structural properties of some languages. The heart of debate between FDG and SFL lies in differentiating between these two types of nominalisation. Although Halliday's (1994) and Halliday and Matthiessen's (2004) notion of GM is largely investigated in the English language, FDG extends it across different languages and claims that the process of substantivisation in some languages is the only option for expressing 'complementation', 'relativisation' and 'surprise' (Mackenzie 2011). This was a centre of debate between Professor Matthiessen and Professor Martin on the one hand

and Professor Mackenzie as a presenter in the 38<sup>th</sup> SFL Congress in Lisbon, Portugal on the other. As a participant in this plenary session, I found Professor Matthiessen's remarks complementary to the notion offered by FDG. He affirmed that this notion is likely to be different across other languages and it requires further typological studies. At the same time, he emphasized that the consequence of nominalisation in the English language and other similar languages has ended in lowering the 'challengibility'. He stated that the remapping of transitivity structure to the modal in the interpersonal is equal to the notion of de-verbalisation in FDG. He contended that the change in the environment from a transitivity clause-type to a nominal group reduces the interpersonal challenges. However, Professor Martin was still suspicious of the distinction between the process of de-verbalisation and substantivisation. The suspicion was further reinforced when it was found that the presented examples were only de-verbalised forms not specifically substantivisation—they were processes which were transformed into nouns. Moreover, the presenter could not provide other examples which would be purely an example of substantivisation.

#### **2.4.3.1 An overview of case studies in relation to GM**

The case studies in relation to the deployment of GM are divided into three groups of Phylogenetic, Ontogenetic and Contextual studies. I shall review a brief account of each group in the following sections.

##### **2.4.3.1.1 A brief account of Phylogenetic case studies in relation to GM**

Halliday (1987:147) distinguishes between two constructions in the clause style: 'attic' and 'doric'. The 'doric' style refers to the everyday commonsense discourse which contains high number of verbs. In contrast, the 'attic' style can be found in written discourse which has high lexical density and structural complexity. Halliday (1985) argues that most of the attic style in English is the result of nominalisation. Halliday (1988) highlights the role of nominalisation in establishing the flow of discourse in Theme, Rheme and Given, New relationship. He argues that nominalisation as Rheme in the thematic structure of the clause will be typically foregrounded as the New in the information structure so that it can be backgrounded as Theme and Given in the following clause. From Halliday's (1988) perspective, the

emergence of this new feature in English science writing was a major leap in the development of science writing since the late 17<sup>th</sup> century. The off-spring of this view was the investigation of the history of English science writing from a new perspective. Halliday (1988) and Halliday and Martin (1993) investigated the evolution of scientific English from early science discourses up to the late twentieth century. The result of these investigations was recognition of two phases in the history of English science writing. In the first phase, Chaucer's early science writing was detected as an early sign of science language in English. The second stage was Newton's science writing, where Halliday and Martin (1993) identified the huge change in science discourse by the inclusion of mathematical layer in Newton's *Treatise on Optiks*.

Inspired by Halliday and Martin's (1993) notion of GM in the evolution of science writing, Banks (2003) initiates a new perspective to this evolution. Banks (2003) moves beyond the contextual factors of mode, tenor and field of discourse and investigates the motifs of meaning making in the context of culture. He compares Halliday's (1998a) and Ravelli's (1985, 1999) classifications of GM and states that the ideational resource in these categorisations are classified differently. However, Banks (2003) adopts Ravelli's (1985, 1999) categorisation for his studies.

Banks (2003, 2008) looks at socio-cultural impacts of context on the development of GM. First of all, he starts with a critical investigation of Halliday's (1988) and Halliday and Martin's (1993) recognition of Chaucer's and Newton's writings as the initial instances of scientific English. Banks (2008) refers to the role of genre and claims that further examination is required to identify the role of socio-cultural circumstances in the emergence of nominal styles. For instance, he equates Chaucer's text with the modern type, though with some differences, and argues that it is like 'how it works' type of discourse in which Chaucer teaches his young son Lewis how to exploit the astrolabe. Among other things, Banks (2003:133-4) argues that Newton's style of writing emerged in 1662, an era in which the Royal Society was established. This society appreciated the rhetorical styles in scientific writings which included clarity, simple and straightforward account of experiments in science writing. Furthermore, the analysis of two random extracts from a short period before the emergence of Newton's *Optiks* reinforced his arguments. The texts belong to Robert Boyle from physical sciences and Power's article on biological sciences in

1660. The number of nominalisations per running words in the former is higher than the latter. Banks (2003), therefore, concludes that other than immediate disciplinary impacts, GM as a rhetorical strategy had already been in practice.

Banks (2003) extends his research at different time spans to reveal the impacts of different socio-cultural contexts at different times. His investigation of the deployment of GM in physical and biological sciences from 1660 to the end of 19<sup>th</sup> century revealed that compared with the biological science the deployment of GM in the physical science has remained almost static for over 150 years. Banks (2008) extends his investigation to the early and late twentieth century in 1910, 1913 and in 1996 where he finds the continuous increase in the rate of nominalisation in the biological science. Furthermore, he finds that in the late 19<sup>th</sup> century both the physical and biological sciences were acting in the same way. He relates this phenomenon to two factors: the first one is the change of method in the biological science from the description to the experimentation; and the second the shift of nominalisation in the biological science from the head noun to modifiers.

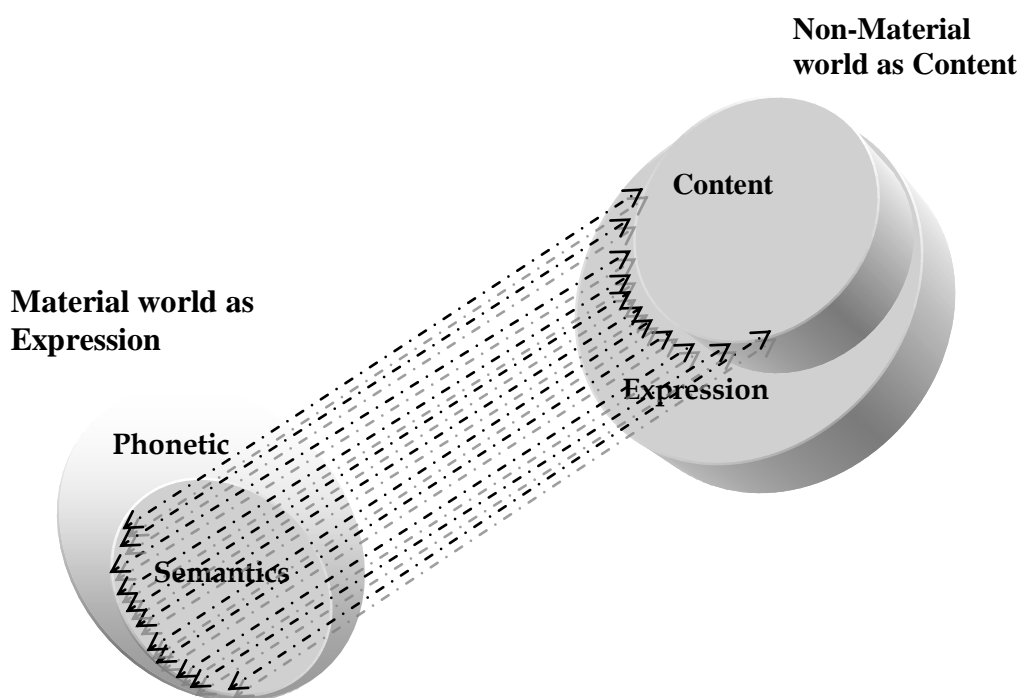
#### **2.4.3.1.2 A brief account of Ontogenetic case studies in relation to GM**

Based on the findings from a case study, Halliday (1975) divides the ontogenetic into three categories; infancy, transition to mother tongue and transition into dialogue.

According to Halliday (1975), the protolanguage is the first stage of child's language progression after proto-conversational period. This period lasts around six to nine months. By 1 ½ years old the child transforms into the mother tongue (Halliday 1975; Painter 1984; Torr 1997). The sources for the protolanguage can be 'material, imitations or just plucked out of air' (Halliday 1998b:12). Children have not yet built up their semiotic resources to construe the world. There is no sign of lexico-grammar and child's behaviour is not treated like an adult. At this stage a child only produces signs and gestures, with no semiotic characteristic connected to the lexicogrammar. However, Halliday (1998b) argues that these signs have the capability of transition onto meanings. Each sign acts as an 'instantiation of some meaning potential (Halliday 1998b:12), which has no link with other instances in the system. This means that the system network has not developed to the capacity of adult language.

Painter (1984, 2003) finds similar processes happening at the protolanguage. She also finds that at the early stages of child language development there is no duality or transference of meaning at the content plane. As such, the system is premature and for every single meaning there has to be ‘a new sign-expression’, which is carried out through vocalization (Painter 2003:152). In spite of the lack of duality to make the meaning-making possible, she believes that ‘the behaviours have the potentiality of transferring semiotic gesture’ (Painter 2003:153) into the metaphoric use of language.

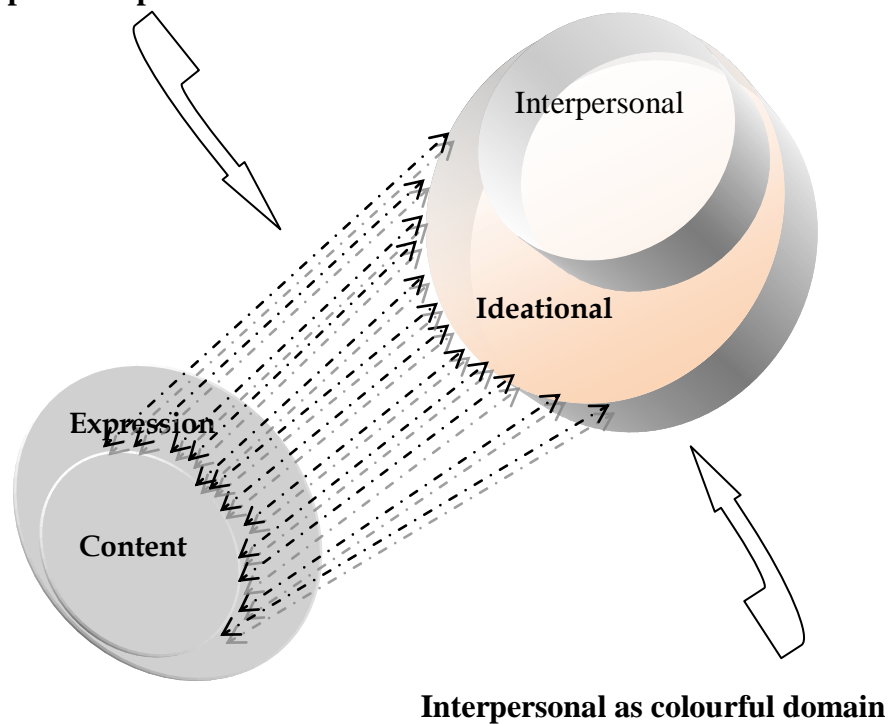
According to Halliday (1975), moving to the mother tongue is accompanied by some dramatic changes in the protolanguage. He observes that the deconstruction of proto-linguistic signs and the insinuation of grammar between the content and the expression planes take place at two phases. The first one is the stratification of child’s language into ‘content and expression planes’ (Halliday 1998b:18) and its maturation so that by the second year child is able to construe formal and abstract things into the system. The result of this maturation ends in the free play between the semiosis which is a new dimension in the child language development. This free play is not haphazard and there are developmental stages for acquiring the mother tongue (Halliday 1975:34). The following figure depicts the interface between the semantics and phonetics and the resultant creation of content and expression planes.



**Figure 2.6 Stratification of child language in transition to mother tongue**

The second phase is the stratification of content planes into the ideational and interpersonal metafunctions. By this stage ‘the functionality has become intrinsic to the system’ (Halliday 1975:19). That is to say, every instance becomes multifunctional because the system builds up onto the grammar and no longer the one-to-one mode of meaning-making are at work. It changes into a multifunctional mode in the content plane along with the free play between the semiosis, i.e. the glide between the ideational and interpersonal modes. The metafunctions are still in early forms of proto-transitivity and proto-mood. Halliday and Matthiessen (2004, 2006) classify the ideational as the domain of experiential meaning, which is referential in nature and give a broader spectrum to the interpersonal meaning as a colourful domain. The following figure shows the development of content planes into two layers of ideational and interpersonal metafunctions.

**Referential aspect of experiential domain**



**Figure 2.7 Stratification in mother tongue: the ideational and interpersonal metafunctions**



Halliday (1998b:21) calls this complex process of incorporation between the expression and content plane as 'prosodic features'. These features are developed in a one year old child but s/he cannot separate them yet. By the third year, the child has already developed this ability and s/he can both separate and combine them together, along with different voice quality. If it was random in the protolanguage, it is systemic now.

Painter (1984, 2003) also confirms that the meaning transfer from the protolanguage to the mother tongue is not iconic but dialectic. Similar to Halliday (1975, 1988b), Painter (2003) finds this stage of child language acquisition metaphoric. She explains it using three observations from her case studies. The first one is the glide of expression in different contexts, i.e. the abstract and concrete. For example, she has observed that Hal deploys the word 'cat' by both seeing the animal as 'observation' in the material world and in its abstract and imaginative sense. The second one is likeness. Painter (2003) observed a two year old child comparing the chopsticks to straws, 'they like straws' (Painter 2003:156). The third is the playing with meaning to create humour and reflecting on feeling and behaviour. Painter (1984, 2003) discovers that Hal at 16 ½ months begins the semiotic expansion of material world. He puts a leaf on his head and calls it as a hat, which in fact it is not a hat but a semiotic representation for something which looks like a hat. Between 16 ½ to 18 months he uses one expression teasingly for the same and different occasions. For example, he uses expression 'oh-my dear' both in its use and in contexts such as 'piling up pegs and swashing them down and saying oh-dear' (Painter 2003:156).

Transition from mother tongue into dialogue and its expansion throughout mid-childhood at primary school is a complex process. According to different ontological studies carried out by Halliday (1975, 1998b) and Derewianka (1995, 2003), GM develops around the ages of 9 to 10 years old. Halliday (1998b) argues that the transition from the mother tongue to dialogue happens by deploying the existent sub-systems to serve new functions. Halliday (1998b) calls this step in child language development as 'semantic blend'. It is the mixture of 'semantic simplex' and 'semantic complex'. The former relates to literal language, while the latter is concerned with the metaphorical deployment.

Following Halliday (1975, 1998b), Derewianka (1995, 2003) also asserts that the acquisition of GM occurs around nine or ten years old. Derewianka's (1995, 2003) longitudinal study of her son's language extended from the age 5 to age 14. She collected Nick's written materials and categorized them according to genre and the deployment of GM. She then analysed the whole number of clauses produced at certain age within a particular genre. The taxonomy of GM developed by Halliday and Matthiessen (1999) is deployed to show the ontological trend in the development of different types of GM. Derewianka (2003) distinguishes certain steps in the development of GM. She discovers that certain steps are precursors for later development. These steps are 'transcategorisation, rank-shifting, embedding, faded metaphors including Process plus Range, and be/go plus circumstantial element' (for further details refer to Derewianka 1995, 2003).

#### **2.4.3.1.3 A brief account of Contextual case studies in relation to GM**

The development in practice has always been the trigger for the expansion of theory in SFL. The most recent definition of GM by Halliday and Matthiessen (2004) has been supported by various contextual studies. The contextual studies were concerned with the relationship between GM and its context. Halliday (1978) developed the registerial factors of field, tenor and mode for understanding the relationship between text and context. Martin (1985, 1992) added "*genre*" as another layer to this system which stands for the context of culture.

Ravelli (1985, 1999) is the pioneer in the application of GM in contextual studies. Ravelli (1985, 1999) adopted Halliday's (1978) registerial factor of mode and his first definition of GM for her study. This was because at that time the theory had not developed to its present status. Ravelli (1985, 1999) investigated the impacts of mode of discourse in eight English texts. The result of her investigations indicated that the mode of discourse, i.e. spoken vs. written has a direct impact in the development of complexities in texts. She found that if in spoken texts this complexity was through the repetitive use of verbs, in written form it appeared in lexical density and structural complexity such as long nominal groups. Ravelli (1985, 1999) found the integrity of metaphor between the lexical and grammatical poles of lexicogrammatical continuum, in a sense that metaphoricity involves both lexis and grammar. At the same time,

Ravelli (1985, 1999) suggested that there is a need to go beyond the register to genre and ideology to find more appropriate socio-political motivations for the identification of the role of context.

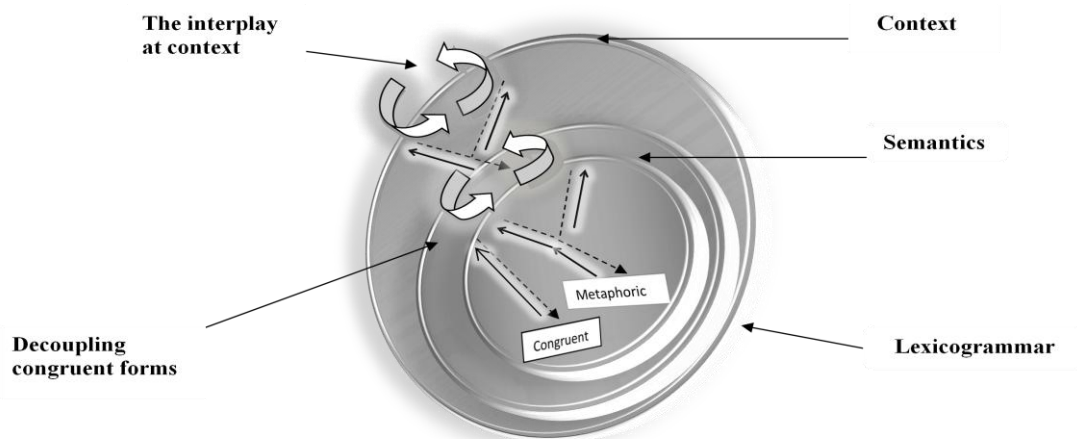
Martin's (1993) cross disciplinary comparison between science and humanities in GM deployment is another early example of contextual studies. Following Halliday's (1993) proposition that the deployment of ideational metaphor comes from the language of science, Martin (1993) compared GM deployment across two disciplines: science and humanities. The findings revealed that GM is used for different purposes in each discipline. While in science it was deployed for the technical taxonomy, the same resource was employed for pursuing 'a reasoned argument' in historical discourses.

Ravelli (2004) related the technicality and reasoning to the appropriate construction of hyper-Theme in the academic writing of the undergraduate management and history students. By appealing to Halliday's (1998a) notion of stratified content plane as the potential linguistic resource for referring and expanding in science discourses, Ravelli (2004) identified a dual functionality of hyper-Themes across the disciplines. This duality was in the development of basic frameworks for the argument through 'anaphoric' and 'cataphoric' referencing and 'distinctive lexicogrammatical and colligational patterns' (Ravelli 2004:105). Through the former it was found that the hyper-Theme not only develops a framework for the argument, but it has also the connective role throughout the text by referencing forwards and backwards. The latter is the deployment of discipline-specific lexicogrammatical resource for making the argument. Ravelli (2004) emphasises the role of conscious exploration of such differences from both pedagogic and analytic point of views for meeting the required academic literacy of students. Pedagogically, she argues that the explicit teaching of hyper-Themes can help learners to develop the basic framework for making arguments. Analytically, along with 'semiotic abstractions and meta-discursive labelling' (Ravelli 2004:124), she refers to the role of GM in enabling the referring and rationalising across the disciplines.

Halliday and Matthiessen (2006) make a finer distinction between the language of science and technology as separate ideational resources. However, White's (1998)

investigation suggests that the relationship between the language of science and technology is mutually exclusive. White (1998: 267) observes that ‘the one serving both as the other’s servant and as the other’s beneficiary’. That is to say, these categories are dependent on each other and one provides the basis for the production of the other and vice versa. The language of science created through theories ends in the production of technocrat language, and this language in turn acts as a background for the realisation of the language of science. According to White (1998), this duality of construence in the ideational base also exists in Halliday’s (1993) phylogenetic study of Chaucer’s *Treatise on the Astrolabe*, where the construence of lexical resources and technicality appear to be the same but their inclinations in mobilizing lexicon and grammar are different. White (1998) argues that in lexicon science prefers Greek and Latin prefixes, whereas in modern technology the orientation is to use ‘long pre-modified nominal groups built from items drawn from the vernacular lexicon and the acronyms derived from these complex groupings’ (White 1998: 267). Likewise, in grammar, science favours modes of definitions in ‘taxonomic spacing’ while in technology the move is towards ‘functionality of items’ than their mapping into the system. White (1998:269) calls the role of the former as ‘lexicon revalorisation’ and the role of the latter as ‘lexicon extension’, respectively.

There are other contextual studies which have investigated the deployment of GM from different perspectives. For instance, in investigating the role of field knowledge in IELTS task 2 written module development by native English and non-native students Mickan (2000) and Mickan and Slater (2003) discovered that the native students have had better control over GM deployment than non-native students. Melrose’s (2003) investigated GM deployments from the ideological perspective, and Thibault (1991; 2004) and Ravelli (1996, 2006) from intertextuality. From Thibault’s (1991, 2004) point of view, the driving force behind GM deployment is the process of socialization at home, school, etc. where the child comes across other experiences through playing and doing. Ravelli (1996, 2006) also likens her model of modern museum as a kind of intertextual practice through which students are encouraged to attend this social event by means of fun and learning—creating their own specific ‘semantic junction’. The following figure is an attempt to depict such interplay at the level of context and its consequence on the semantic and lexicogrammar.

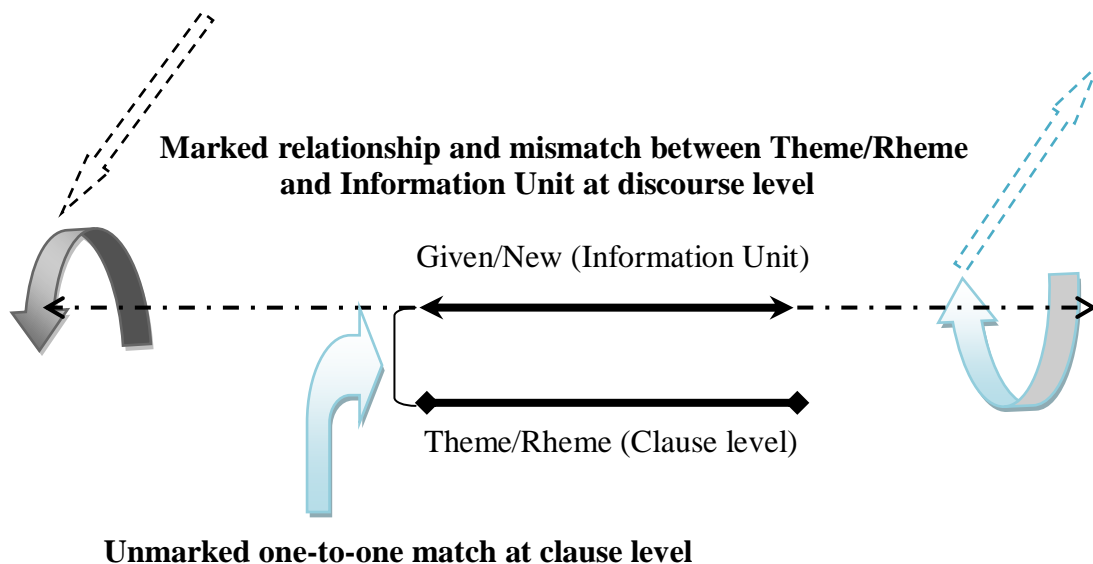


**Figure 2.8 The interplay at the level of context and resultant impact on semantics and lexicogrammar**

Martin's (2006, 2009) investigation of the role of GM in mobilizing 'the reasoned arguments' and the creation of field knowledge is a new perspective in humanities and social sciences. In fact, Martin (2009) relates Halliday's (1998a) and Halliday and Matthiessen's (2006) notion of elemental metaphor and its realisation at the syntagmatic order to Bernstein's (1996, 2000) and Muller's (2000) notion of 'vertical knowledge' in science and academic writing. Among the three metaphorical realisations of elements, figures and sequences, the last category is identified as an important resource in shifting the reasoning from the inter-clause to the inner clause position. In English, the conventional way of reasoning takes place through conjunctions such as 'if, why, so, as, etc' (Halliday and Matthiessen 2006). There are also other means of reasoning and the smooth flow of discourse such as 'moves in dialogue and shift in register' (Halliday 1998a: 204). However, Halliday's (1998a) and Halliday and Matthiessen's (2006) notion of elemental metaphor the collaboration between 'fractal types' and 'phenomenal domain' at the syntagmatic order opens up a new justification for reasoning in disciplines such as humanities and social sciences.

If the construal of experience is congruently realised within a clause as a Theme, Rheme unit and acts as 'a primary mapping of textual and ideational meanings' (Halliday 1998a:203), the metaphoric, the technical and nominalised clause act freely in the form of Given, New at discourse level. The nominalised clause carries

“*grammatical confluence*” and the produced technicality to the flow of discourse. The systemic representation of experience in Theme, Rheme units works collaboratively with the flow of information in Given, New. Therefore, as it has been shown in the following figure two layers are active in relating the flow of information into discourse: Theme, Rheme units directly at clause level and Given, New implied though the whole or a stretch of discourse. These two constitute a system which any change in each pair co-varies with the others (Halliday and Matthiessen 2004). That is, in the unmarked case, for instance, Given locates with Theme and New with Rheme. In marked cases, however, they change their role so that Given, for example, acts as Rheme, whereby Theme acts as New (Halliday and Matthiessen 2004: 90).



**Figure 2.9 Unmarked and marked relationships in Theme, Rheme and Given, New relationship**

From the ideational point of view, the effect of this shift is the creation of field knowledge. From the interpersonal perspective, the deployment of GM changes the tenor of discourse (Martin 1993, 2009). Halliday and Matthiessen (1999, 2004) also confirm that GM deployment affects the tenor and mode of discourse. Martin and White (2005:64) propose a framework for the investigation of the evaluative aspect of such nominalisations. The investigation of this aspect of GM requires a comprehensive study and it is out of the scope of the present research.

### **2.4.3 Academic literacy and the deployment of consciousness-raising among Iranian students**

The review of literature indicates that there has been no widespread recruitment of consciousness-raising approach within the framework of the genre-based argumentative writing in Iran's academic context, and consequently no outstanding publications to indicate how Iranian students respond to such pedagogy. Two recent studies, nevertheless, have employed consciousness-raising approach in developing 'meta-discourse markers' and promoting the 'complexity of students' texts' with Iranian undergraduate students of English language and literature. Rahimi (2008), for instance, in a semester length study with an undergraduate class revealed how this approach along with the 'practice of writing' (Sheppard 1992; Chandler 2003) increases the degree of accuracy and complexity of students' texts. Similarly, Simin and Tavangar (2008) in a separate study have indicated how consciousness-raising in teaching 'meta-discourse markers' (Crismore, 1990) enabled a class of Iranian undergraduate EFL writers to produce a high percentage and the correct form of these discourse markers. In spite of positive implications of these studies in recruiting consciousness-raising, still there is no explanation of how contextual parameters have influenced development in the textual features.

In this regard, in order to discover how text and context influence each other and how a class of Iranian academic writers react to the genre-based pedagogy, I shall review in the following chapter the consciousness-raising techniques employed in this study. The activities, which have been adopted both at the context of culture and at the level of lexicogrammar, will be explained respectively.

## **CHAPTER 3**

### **Methodology**

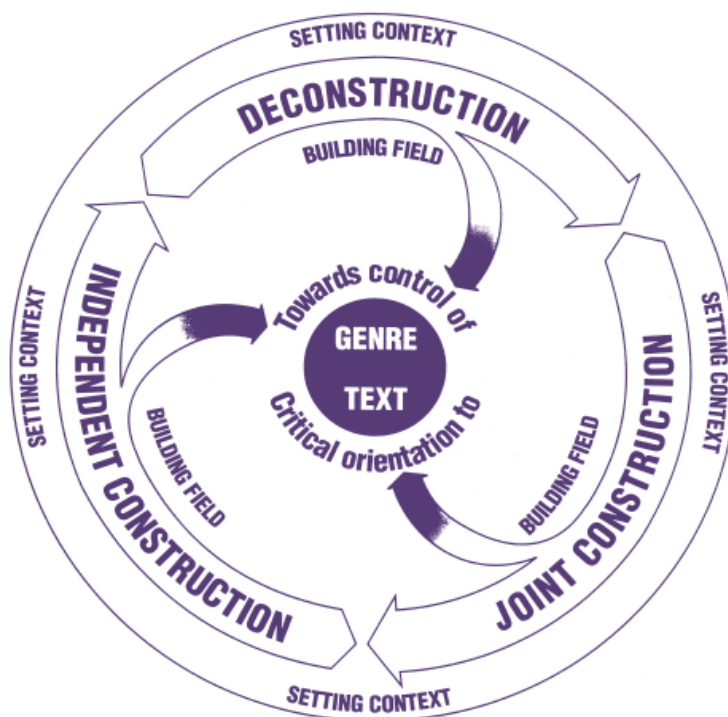
#### **3.1 Introduction**

This chapter discusses the methodology and analytical procedures that were deployed for carrying out this research. The procedures undertaken before and after the application of the pedagogy will be discussed in relation to three main stages. The stages are formed by theoretical framework, syllabus design, teaching and learning cycles, and different stages of data analysis. The presentation and discussion will be followed by a sample text analysis and examples.

#### **3.2 Theoretical framework and syllabus design**

The theoretical framework of this thesis is based on genre-based pedagogy and SFL. The first step for conducting this research was the construction of syllabus design on the basis of the genre-based pedagogy for the EFL context of undergraduate students in Tabriz University. For this purpose and after the consultation with the supervisors, a syllabus was developed on the basis of the Sydney genre school. However, the model has been under development along with the theoretical and applied progression as in the primary curriculum model of Callaghan and Knapp (1989); and Murray and Zammit (1992); and the secondary curriculum model of Rothery and Stenglin (1994). The following figure is the secondary curriculum model by Rothery and Stenglin (1994).





**Figure 3.1 A teaching and learning cycle for secondary school (Rothery and Stenglin 1994: 8)**

According to Martin (2005), in this model equal emphasis is paid to the consciousness about the role of genre scaffolding as well as the knowledge about language. Martin (2005) concludes that this dual consciousness helps the teachers and students by removing the hidden curriculum of writing. This pedagogy has also been revisited by Feez's (1998) under the same basic proposal but with new additions to the model. This new model which is adopted for the construction of syllabus in this study is based on five stages as follows;

1. Building the context;
2. Modelling and deconstruction of text;
3. Joint construction of text;
4. Independent construction of text;
5. Linking to related texts.

In building the context, samples of authentic text-types were introduced to the students. In so doing, the students were directed towards the exploration of social

purposes as well as cultural features of the genre. The students were also asked to explore the register of the model text which has been based on the course objectives and the students' needs.

In the second step, the students were directed towards investigating the structural patterns and language features. This activity was accompanied by the comparison of text-type with other types.

In joint construction, the students started writing within their groups, with the teacher's feedback minimised in compared with the first step.

In the fourth step, the students constructed their own texts independently, and at this stage of development the students' texts were assessed against the introduced text-type, i.e. the exposition or discussion genres in order to find out to what extent the application of the pedagogy had helped them to developed their texts.

In the last step, it was expected that the students would deploy their experiences from the course to judge the similarities and differences between the argumentative text-types with other types.

After the completion of syllabus and the coordination with the English department at Tabriz Azad University, the materials for the teaching and learning cycles were developed. The cycles consisted of two distinct phases: "*intake*" and "*output*". This arrangement was in harmony with the syllabus as well. Materials were divided into two distinct cycles of exposition and discussion genres. Specific care was paid to provide different sources of consciousness of genre scaffolding, paragraph and language levels. At the outset, the linguistic level of difficulty was roughly estimated to be intermediate level, which is to be expected from 2<sup>nd</sup> year undergraduate EFL students of English language.

### **3.3 Teaching and learning cycle**

The teaching and learning cycles took place in two phases of pilot and main studies. The pilot study was carried out by the undergraduate students of English language and

literature at Tabriz Azad University. The overall evaluation from the pilot study was that the students were satisfied with the pedagogy, which was also reinforced by findings from the students' texts. Having a positive result from this group of students, I examined this pedagogy again with a cohort group of undergraduate students from two universities—Tabriz University and Tabriz Azad University. The students were from mechanical engineering, computer sciences and English language and literature. They were interested in developing their academic and argumentative writing in English language. The same procedures, which were employed in the pilot study, were applied to these students as well. The discussion started from the big picture at genre level and continued to the middle-ground in paragraph and down to up-close section at the level of language in both the “*intake*” and “*out-put*” cycles.

However, before embarking on any teaching and learning activities the students were asked to attend a pre-test session. This session, which took place at the commencement of the teaching and learning cycle, was intended to evaluate the students' level of English language proficiency. Throughout the paper this stage is referred as the “*pre-test*” text. The IELTS (International English Language Testing System) criteria for task 2 were employed to classify the students according to their pre-test texts. Logical reasoning, appropriate text organisation and grammatical accuracy are the salient features of this rater. Accordingly, the nine randomly selected students were divided into three groups of high, middle and low group students. Each group consisted of three students. For the ease of reference, they were designated as HGS, MGS and LGS. The selection of IELTS rater has been for the convenience so that the outcome of the study can appropriately be addressed. However, this could be a potential area of research, for example, in exploring the role of genre-based pedagogy in developing academic writing through the pre-IELTS test preparatory candidates as well.

The procedures, which were undertaken for carrying out the pre-test text, did not provide the students with any kind of consciousness-raising techniques. This stage of the pedagogy was aimed only at assessing the overall language ability of the students. Since the focus of this research has been on plausible linguistic consciousness-raising of the genre-based pedagogy, particularly in the development of GM, a great care was taken to avoid the inclusion of such resources at this stage. Another reason for such

considerations was that this stage of teaching and learning cycle would be the basis on which other stages of development were to be compared after the application of pedagogy. Therefore, I only provided the students with the following question:

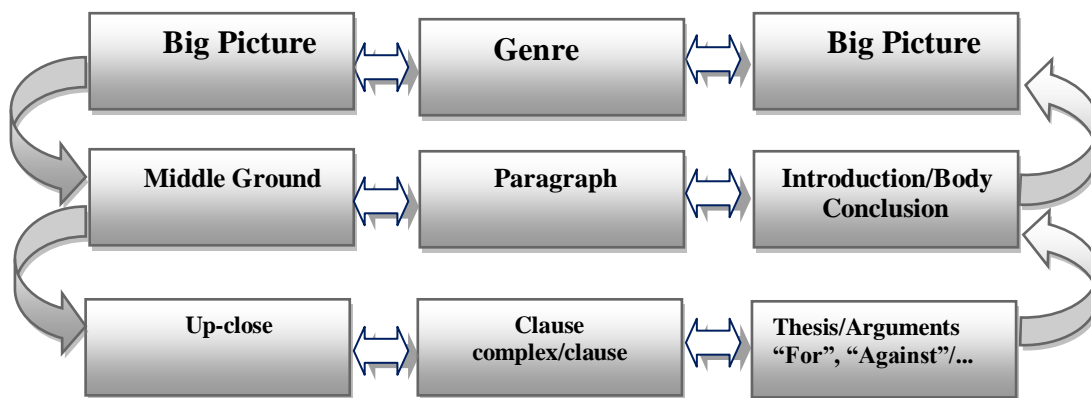
*“What do you think about studying abroad?”*

The students were not set a word limit. It was expected that those who had good proficiency in the English language would be able to produce a more coherent, persuasive text with high frequency of words and clauses than those who were slightly below.

The teaching and learning cycles, adopted from Feez (1998), was applied during the whole semester as follows.

First, with regard to the curriculum, fourteen sessions were allocated to the whole syllabus. The first session was set for the introduction and explaining general aims of the course and providing the students with the macro-picture. Subsequently, the first five sessions designated to the exposition genre in which the first three sessions was set to the intake and the remainder for the production. By this time, the students could have completed one cycle, i.e. exposition text. As it has been sought in the curriculum, in the pilot study it was a requirement for the students to attend in the mid-term exam. To this end, and because we needed a sample of students' texts for the data analysis, by the end of this cycle the students were asked to attend in the mid-term exam and produce an independent sample of exposition text.

Second, six sessions were allocated to the development of a discussion text. The same cyclical pattern, which was carried out in the exposition genre, was also revisited in this section. By this time, we had covered twelve sessions. The thirteenth session was considered for the problem solving and major issues related to the course. The last session was set for the final exam. In the final exam, the students produced an independent version of a discussion text. By then there were three independently developed text-types by the students: one at the pre-test and two after the application of the genre-based pedagogy. The following figure visualises the overall procedures which were applied in the teaching and learning cycles.



**Figure 3.2 A summary of three stages of teaching cycles (left) and learning cycles (right)**

The intake and out-put phases were considered to be cyclical at each stage of the teaching and learning processes. The students were provided with an opportunity to discuss and get feedback from the teacher and their peers before embarking on producing their own sample texts.

### **3.3.1 Teaching and learning in more detail**

This section provides details of the procedures in the implementation of the syllabus. I shall discuss different phases which have been taken in the process of teaching and learning activities in the exposition and discussion genres, respectively.

#### **3.3.1.1 Introductory stage**

At the commencement of the course, the students were informed that they would practice only two genres during the whole semester. As discussed, the consciousness raising activities started from the big picture at the level of genre. In order to make the students conscious of the overall generic structures of the exposition and discussion genres, a comparison was made between the two text-types, as indicated in the following table.

**Table 3.1** A comparison between generic structures in exposition and discussion genres

<b>Exposition</b>			<b>Discussion</b>		
The one-sided argument either in favour or against it			The two-sided arguments of “for” and “against”		
<b>Stage</b>		<b>Purpose</b>	<b>Stage</b>		<b>Purpose</b>
<b>Introduction</b>	Orientation	Introducing the subject of the essay	<b>Introduction</b>	Orientation	Introducing the subject of the essay
	Thesis			Issue	The survey of positions
	Preview	the arguments that will be presented		Preview	the arguments that will be presented
<b>Body</b>	Argument in Support of the thesis	Point-Elaboration	<b>Body</b>	Argument “for”	Point-Elaboration
	Argument in Support of the thesis	Point-Elaboration		Argument “against”	Point-Elaboration
				Argument “for”	Point-Elaboration
	-----	.....			
<b>Conclusion</b>	Reinforcement	Restatement of the writer’s position	<b>Conclusion</b>	Recommendation	The author concludes by emphasis on one side of the argument

The overall social purposes of these two argumentative text-types were discussed as well. The instructor briefly explained that the social purposes of the exposition genre are to persuade one-sided arguments either in favour or against and the social purpose of the discussion genre is the presentation of two-sided arguments—both the merits and the de-merits of an issue.

### 3.3.1.2 Teaching and learning exposition genre

After a preliminary discussion at the beginning of the course, the students were made familiar with the details of this text-type. First, the detail analysis of exposition genre was visualised through graphs and tables. After indicating the generic structure of the exposition text-type through different modelled examples, the students were invited to analyse similar authentic exposition text-types into their generic structures. This stage of showing and practicing the big picture of the exposition genre, i.e. the introduction, body and conclusion was to make the students conscious of how the argument builds up in the one-sided English exposition genre. One of the sample texts that the students were invited to analyse is provided in the table below.

**Table 3.2** A sample of exposition text-type

Part	Functional stages	Text
Introduction	Identification	Para 1 1 Rainforests are closed forests which found in patches along the east coast of Australia. 2 In NSW, the Forestry Commission estimates that there are currently 253,000 hectares of rainforest remaining of which almost 70% is in states Forests (Stacey, 1995:35). 3 At present, these areas are logged by both selective and clear felling methods, according to an annual quota of a volume of timber which can be taken by each mill.
	Thesis	Para 2 4 Despite arguments to the contrary, <u>there is strong evidence that these logging practices not only cause significant and often irreparable damage to the environment but ultimately to the timber industry itself.</u> 5 <u>The Forestry Commission’s policy of phasing out major logging operations by 1996 must, therefore, be considered essential to preserve what is left of the NSW rainforests.</u>
Body	Argument 1	Para 3 6 The most important reason for phasing out logging is its destructive impact on the environment.

<p><b>Point Elaboration</b></p> <p><b>Evidence Evaluation</b></p>	<p>7 Logging affects the rainforest ecosystem in a number of ways.</p> <p>8 Firstly, the loss of rainforest means the loss of large quantities of unique plant and animal species. 9 Despite their diminishing area, the rainforests of eastern Australia still retain the greatest number of flowering plant species in the world (Stacey, 1995: 45).</p>
<p><b>Effect 1 &amp; 2</b></p> <p><b>Consequence</b></p>	<p>10 The rainforests also provide a habitat for many species of rare and / or endangered animals, some of which are found only in rainforests. 11 These plants and animals evolve to suit the specific environmental conditions of the rainforest. 12 If these conditions are modified by removing trees, many of these species will become extinct. 13 It is estimated, in fact, that if rainforest destruction occurs at the present rate, by the end of the century nearly half of the world's plant and animal species will be wiped out (Lucas, 1998: 36). 14 Although the forestry industry claims that trees grow well in regenerated forests, these new growth forests do not provide the conditions for many species to survive.</p>
<p><b>Example</b></p> <p><b>Effect 3</b></p> <p><b>Evaluation</b></p> <p><b>Consequence</b></p>	<p>15 For example, the new trees do not have the valuable hollows which provide habitats for tree dwelling animals. 16 Rainforest soils are also affected by removing trees. 17 In general most of the nutrients of rainforests are stored in the vegetation and not in the soils. 18 Before logging, the soil is protected by vegetation and leaf litter. 19 When the canopy of trees is partially or totally removed by logging large areas of soils are left exposed to rain and wind. 20 The water and nutrients are transported out of the area by the rain and wind resulting in soil erosion. 21 Even though new trees are often planted, a great deal of the nutrient value of the forests may be lost before the soil can once again be protected.</p>
<p><b>Argument 2</b></p>	<p>Para 4</p> <p>22 A second reason for phasing out rainforest logging is that continuing present logging practices will ultimately have a negative effect on the timber industry itself.</p>

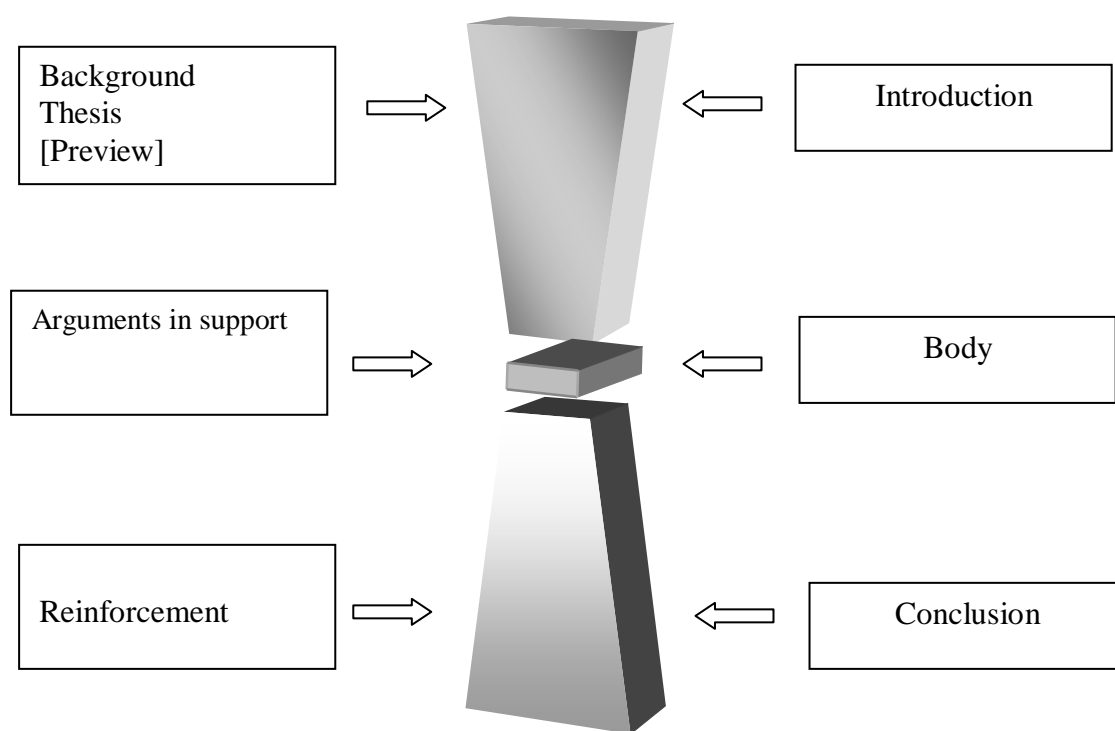


	<b>Point Elaboration</b>  <b>Evidence +Evaluation</b>  <b>Consequence</b>	23 While the timber lobby argues that continued logging will protect the industry (Jarvis,1998:56), this argument ignores the long term effects of continuing present practices. 24 Many timber mills in NSW are still operating occurring to quotas which were set in 1953. 25 These quotas were determined on the basis of each mill's log intake and were set well beyond the capacity of the state's rainforest areas to sustain them. 26 Although some quotas have been changed since then, these unsustainable logging practices are continued the supply of timber will soon run out and many workers will lose their jobs.
	<b>Argument 3</b>	Para 5 27 Finally, there are strong political reasons for ceasing logging.
	<b>Point Elaboration</b>  <b>Evidence +Evaluation</b>  <b>Deduction</b>	28 Although supporters for logging claim that conservationists represent only a small minority of the population, there is evidence to prove that this is far from true. 29 A recent opinion poll commissioned by the national Conservation Foundation found that 69% of people in NSW favor preserving what is left of the state's rainforests from logging and clearing (NCF report, May, 1998). 30 This is a substantial majority and shows that rainforest protection is by far the most important conservation issue in N.S.W.
<b>Conclusion</b>	<b>Reinforcement Evaluation</b>  <b>Suggestion</b>	Para 6 31 The arguments presented above make it clear that continuing current practices of rainforest logging in NSW would be irresponsible. /32 Therefore, phasing out rainforest logging as proposed by the Forestry Commission is the only viable alternative because it allows for time to find viable alternatives to rainforest timbers and to provide alternative employment to the workers.
	<b>Recommendation</b>  <b>Suggestion</b>	Para 7 33 One possible way of addressing the economic consequences of phasing out logging is to develop other industries such as eco-tourism in the existing rainforest areas. 34 Properly managed eco-tourism would provide employment and much needed money for the mill towns, enable people to enjoy and appreciate the value of the existing rainforests as well as ensure the continued preservation of the delicate rainforest ecosystems.

The researcher had also provided the students with several authentic exposition texts which were from different ranges of subjects to meet the variety of tastes. The topics were close to the immediate concerns among the majority of Iranian university

students such as “*studying abroad*” and some general issues on protecting the environment. The linguistic level of the texts was almost at the level of intermediate EFL students. It was assumed that the EFL students at the undergraduate level could easily comprehend this level of English.

In parallel to the above activities, the students were also involved in other similar practices. For example, they were asked to divide the given text into its macro component parts, i.e. the introduction, body and conclusion. Along with the sample exposition text-type, a diagram such as the following was deployed to make the student conscious of the overall structure of the exposition genre in the English language.



**Figure 3.3 A conceptual presentation of exposition text-type through diagram**

The following table was used to explain the function of each stage of the exposition genre.

**Table 3.3** The explicit teaching of functional role of generic structures in exposition text-type

<b>Part</b>	<b>Functional Stages</b>	<b>Text</b>
<b>Introduction</b>	<b>Background</b>	background information on the topic under discussion
	<b>Thesis</b>	statement(s) by the writer in which they announce their own viewpoint
	<b>Preview</b>	where the writer presents brief summary of the arguments and evidence which will be presented in support of his/her point of view
<b>Body</b>	<b>Arguments</b>	evidence or other forms of argumentation in support of the writer's ' <i>Position</i> '
<b>Conclusion</b>	<b>Reinforcement</b>	restatement of the writer's position in stronger terms on the basis of the argumentation presented in the Body

After the students became aware of the macro picture, they were directed towards individual stages. For example, the students were asked to find the sub-components of the introduction, i.e. Background, Thesis and Preview through the various exposition models. They worked either individually or in groups to identify the internal structures of each stage. In so doing, they could share their understandings with each other and discuss the areas of difficulties.

These activities also included analysis of the body and conclusion as well. For example, the students identified the main idea or supporting arguments in the body section, or the reinforcement at the concluding part.

The consciousness-raising activities were also extended to the middle ground. At paragraph level, for instance, a paragraph was selected from a sample text-type. Different parts of the paragraph including its topic sentence, supporting sentences and the conclusion were highlighted within the text. Then, the students were encouraged, working individually or in groups, to repeat this exercise with other paragraphs as

well. The students also discussed with each other and received feedback from peers and the teacher. The final stage was the production of a sample paragraph in groups.

A specific focus was also paid to the language features including nominalisation. A sample of nominalisation was selected from the provided texts. The instructor explained different parts of a nominalised phrase such as pre-modifiers, Thing and post-modifiers. A possible congruent form of the nominalisation was also indicated. After several exercises in which the students learnt how to nominalise a clause, they were directed to learn its function within a given text-type. At the introductory section, for instance, a sound preview of an exposition text was shown. The relationship between the nominalised phrases and the development of paragraphs within the given text-type were identified. It was shown how the nominalisations function in the text and relate one part of the text to the next. After such consciousness-raising practices, the students were asked to go through the text, individually or in groups, and underline nominalisations. In so doing, it was presumed that the students would understand the function of nominalisation in different parts of the text. By this time, the students had gained enough insight for the appropriate deployment of nominalisation in the exposition text-type.

Along with a series of consciousness-raising techniques, a particular attention was paid to building the field knowledge as well. To this end, the topic of “*studying abroad*” was introduced to the students. This topic was selected to work on for the whole teaching and learning cycle in the exposition genre. At first, the idea was introduced into the class and the students discussed different aspects of studying abroad. After this, some reading materials from different text-types on the topic were provided to the students. The researcher also asked the students to find some related materials on the topic for outside reading. Along with this activity the teacher supplied the students with the model exposition text. At this point, the generic structures and the subdivision of each stage were examined thoroughly again. By the end of these activities, the students were expected to finalise the ‘deconstruction’ cycle.

The next stage started with the construction of a sample text. A prompt as in the following was introduced to the students: “*What is good or bad about the studying*

*abroad for the Iranian students?”* Discuss it. The students were asked to write in a group of four and present their ideas to the class for the discussion and feedback. Each stage of exposition text such as introduction, body and conclusion was developed jointly by the students at different intervals. Then they presented their texts for the feedback and the class discussion.

A complete draft was completed by each group of four in a follow-up session and they received feedback from the teacher. By this stage, the students finalised the joint construction.

For independent construction, the students were asked to attend the mid-term exam. The students were provided with a prompt as in the following instruction:

Instruction: Choose one of the following topics for developing your text.

1. There are reports that most of the gifted and rich Iranian students are planning to study abroad. They think that the quality of education and opportunities in abroad are better than Iran. Do you support such arguments or you oppose them? Should the government provide extra facilities for the national universities? Do you think that the quality of education and facilities is the reason for studying abroad? Discuss it.
2. Recently the government has proposed some penalties for those drivers who use their mobile phone when they are behind the wheel. The penalties include fine and sometimes disqualification of drivers for several months. It has been argued that these measures can prevent some dangerous accidents. Do you think that such probes are really helpful in controlling the careless drivers? Discuss it.
3. There is some news that tobacco industries will print warning signs against using cigarettes on the cigarette boxes. It is believed that to some extent such warnings can protect non-addicted young people who are not yet exposed to

cigarette. Do you agree or disagree with it? Do you think that this measure is protective enough for young people? Discuss it.

Apart from a series of consciousness-raising techniques in which the students involved during the teaching and learning cycle, a particular attention was paid to the role of such techniques in preparation of the prompts as well. Contrary to the pre-test text, where the students were just briefly informed about the topic, in writing the exposition text the students provided with more clues on the topic as indicated in the prompts above.

The outcome of the mid-term exam was the end of first cycle of teaching and learning activities. The students' exposition texts then supplied the researcher with a part of material required for the linguistic analysis in this study.

### **3.3.1.3 Teaching and learning discussion genre**

This cycle of teaching and learning was similar to the exposition genre. As noted above, the argumentative genres were introduced at the commencement of the course, and the students had rough images from the discussion genre as well. However, because the discussion genre by itself has distinct social purposes than exposition genre, a separate cycle was devoted for the teaching and learning of this genre. At this stage of teaching and learning cycle variety of techniques were employed to make the students conscious of stages which are required for developing this text-type in the English language.

The teaching and learning cycle started with the macro-picture at the level of genre staging. Again, in order to make the students conscious of the stages involved in the construction of the discussion genre, they provided with appropriate text-type models identified in the Sydney genre school literature. The students then encouraged to go through the texts and closely examine different parts of the sample discussion texts, including the generic structures. After the brainstorming activities, a sample text-type was selected to model each stage of this text-type. The following table is a sample text that was provided for the class activities and discussion.

**Table 3.4** A sample of discussion text-type

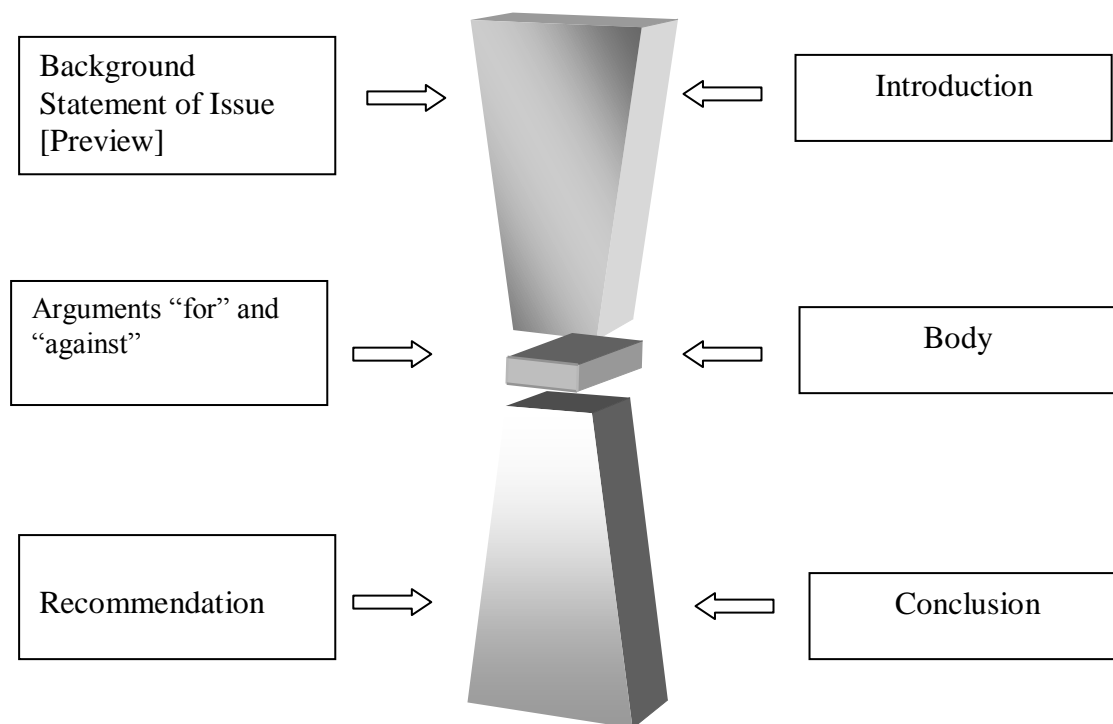
Part	Functional Stages	Text
Introduction	<b>Identification</b>	Para 1 1More and more students of English are going abroad to study at universities in English-speaking countries such as Britain, Australia and the United States. 2 They go in order to improve their knowledge of the language and to gain first-hand experience of life in an English-speaking society. 3Many of these students seek out part-time work during their stay in the foreign country. 4However, some university administrators, teachers and student counselors in those countries are now questioning this practice of students seeking to work while studying and there is now some debate about whether restrictions should be placed on students undertaking part-time work. 5Those who are against students working say they fear the paid employment is interfering with students' ability to study effectively and that students risk being exploited by unscrupulous bosses. 6The students, however, say that the work is essential in order for them to be able to support themselves while living in a foreign country or in order to be able to send back money to their families at home. /7 There are arguments, therefore, both for and against students undertaking part-time work while studying and this essay will consider both sides of the issue.
	<b>Thesis With concession</b>	
	<b>Preview</b>	
	<b>Argument "against" 1</b>	Para 2 8The most common reason given why students should not undertake part-time work while studying is that they won't have enough time or energy to devote to their studies.
	<b>Point elaborations</b>	9It is argued that many part-time jobs require students to work two or three days a week but most university programs require students be able to devote themselves full-time to their studies. 10If they reduce their study time they risk achieving poor results or even failing.
	<b>Conclusion</b>	
Body	<b>Arguments "for" 1</b>	Para 3 11Those in favour of students working argue, however, that the majority of students are able to manage their time effectively and to balance working with studying.

<p><b>Point elaborations</b></p> <p><b>Additional</b></p>	<p>12They point out that many part-time jobs involve work on the weekends and hence the work doesn't interfere with lectures of tutorials. 13They also point out that many students are highly motivated and are prepared to limit their social activities while they are studying abroad and hence are left with enough time and energy to devote to their studies.</p>
<p><b>Argument "against" 2</b></p>	<p>Para 4 14Another argument against students undertaking part-time work is that it may put students at risk of being exploited by unscrupulous bosses who may try to force them to work very long hours for very low wages.</p>
<p><b>Point elaborations</b></p>	<p>15 These bosses may also expose them to dangerous working conditions and won't provide them with health coverage if an accident occurs on the job. 16 It is argued that overseas students are particularly vulnerable to this type of exploitation because they are away from home, are desperate to find work and are not familiar with the employment laws and regulations operating in the foreign country.</p>
<p><b>Arguments "for" 2</b></p>	<p>Para 5 17 There is certainly some validity to such concerns and a number of instances of such exploitation have been reported.</p>
<p><b>Point elaborations</b></p> <p><b>Conclusion</b></p>	<p>18 However, those in favour of students working argue that such cases are very small in number and that the vast majority of students are properly treated by their employers. 19 All that is required is that students learn about the employment regulations of the country in which they are studying and, if in doubt, seek advise and guidance from student counselors at the university.</p>
<p><b>Arguments "for" 3</b></p>	<p>Para 6 20 There are a number of strong arguments in favour of students undertaking part-time work at the same time as studying. The first one is educational.</p>
<p><b>Point elaborations</b></p>	<p>21 By getting a job, students are forced to interact with local people and, obviously, to use and practice their English in real-life situations. 22This is likely to be highly beneficial for their English language knowledge and fluency. 23Those opposed to students working will often concede that this is the case and accept that working can be beneficial in this way.</p>



	<b>Argument “against” 3</b>	24Against this, however, they point to the fact that many jobs involve students in repetitive, menial labour where they get little opportunity to speak English.
	<b>Point elaborations</b>	25Other students get work with members of their own local community and hence end up speaking Chinese, Thai or Korean at work, and not English.
	<b>Arguments “for” 4</b>	Para 7 26Perhaps the strongest reason in favour of students working is one of basic economic need. Without the part-time work, many students would simply be unable to support themselves financially away from home and would not have the money to pay their tuition fees.
	<b>Point elaborations</b> <b>Additional</b>	27Those opposed to students working have difficulty countering this particular argument. 28They concede that for many students part-time work is a financial necessity. 29They do however, lament that this is case and say they wish that tuition fees were lower and that more money was available for scholarships to overseas students.
<b>Conclusion</b>	<b>Restatement of the position</b>	Para 8 30In conclusion, then, it seems that the arguments in favour of students working must be seen as stronger than those against. 31Admittedly, it does need to be acknowledged that there are risks associated with students undertaking part-time work while studying in an overseas university. 32 They may, for example, struggle to find enough time for study if they work too many hours, and they may be exposed to exploitation by unscrupulous bosses.
	<b>Recommendations</b> <b>Evaluations</b>	33However, these are risks which can be avoided if students are sensible and take care to limit the amount of paid work they do, and inform themselves about local employment laws and regulations. 34In the final analysis, the positives far outweigh the potential negatives. 35Through undertaking an appropriate amount of part-time work in an appropriate type of job, students can help to support themselves financially while at the same time greatly improving their English through speaking it in a real-world situation.

After this exercise, another consciousness-raising technique was employed to make the students familiar with the generic structures in the discussion text-type. A guide such as the following was shown to visualise the overall structure of the discussion genre.



**Figure 3.4** A conceptual presentation of discussion text-type through diagram

Along with such visualisation, brief notes for the function of generic structures such as the following table were shown at the introduction of the text-type.

**Table 3.5** The explicit teaching of functional role of generic structures in discussion text-type

Part	Functional Stages	Text
Introduction	<b>Background</b>	Introduces the topic by providing background information necessary for the reader to understand the issue which the essay will be considering
	<b>Statement of Issue</b>	States precisely the issue or debate with which the essay is concerned – presents the claim or proposition for which the writer will be considering arguments ‘for’ and ‘against’.
	<b>Preview</b>	Previews very briefly the key arguments ‘for’ and ‘against’ which the writer will be weighing up.
Body	<b>Arguments “for” and “against”</b>	A series of arguments is presented supporting each side of the issue. Usually an argument in support of one side of the issue is presented and then a countering argument from the other side will be presented. Frequently each argument is discussed in its own paragraph. However, occasionally the ‘for’ and ‘against’ will be presented in the same paragraph. This typically only happens when the argument is not very complicated and doesn’t need much elaboration.

	<b>Point elaborations</b>	Writer states their own position (i.e. whether they are ‘for’ or ‘against’) based on the weight of evidence provided by the arguments ‘for’ and ‘against’ discussed in the Body of the essay.
<b>Conclusion</b>	<b>Recommendations</b>	In those Discussions which contain this element (not all of them do), the Recommendation involves a demand, suggestion or call for some action

After this introduction, the students were directed to the individual stages. They were encouraged to discuss each stage of the discussion text-type with their peers. They were also asked to examine closely the internal structure of each stage of the discussion text. For example, in the introduction section, the students examined background, statement of issue and preview with regard to the supplied authentic discussion text-types.

A similar type of activity was carried out with the body and conclusion parts of the discussion texts as well. For more details about the types of activities refer to the Appendix B.

Similar to the exposition genre, specific attention was paid for the role of nominalisation. Accordingly, various consciousness-raising techniques were employed to acquaint the students with the function of this lexico-grammatical feature. First, such features were indicated individually and then within an authentic context. Second, the students were directed towards finding such nominalisations in the text. Third, they were asked to deploy these features in the process of joint construction.

In order to develop the students’ knowledge with regard to the introduced topic, they encouraged to read about “*the advantages and the disadvantages of playing video games*” either through the materials which were provided by the instructor or from other sources. The provided materials were from different genres such as report, exposition and discussion. The purpose of this activity was to make sure that if any progression happened in the process of students’ writing, they would not be liable to the criticism that this had simply occurred by copying from the modelled discussion

genres. Different measures such as class discussion, writing summary and modelling discussion texts on similar topics were taken into account to boost the students' field knowledge. This was maintained from the introduction of the topic to joint construction of text by the students.

Prior to the final term exam, the students were asked to produce a similar text independently as a homework activity. The purpose of this activity was to ensure that the students were ready to embark on the independent construction.

As notified in the syllabus, the final term exam was set to the independent text construction which was also required for the data collection. The following prompts were introduced in which the students had the chance to select a topic and individually produce their discussion texts.

Instruction: Choose one of the topics below and write your discussion text.

1. Due to the modern technological advancements, now children are surrounded with different entertainment tools than the previous generations. These tools have become part of their daily life and some of the children spend part of their time playing with these gadgets. One of the universally used entertainment tool by children is video or computer games. There are some ideas that support the useful aspect of these games. For example, some experts argue that playing video or computer games increase children's problem-solving abilities and encourage them not to give up easily in facing the everyday challenges. In contrast, there are some views that point out negative impact of using video games by children. They refer to some psychological problems such as depression or abnormal behaviours that the children suffer as a result of playing these games. Considering this question, write up your argument both in favour and against the use of this entertainment tool. Try to weigh up which aspect of your argument is stronger than the other.
2. Due to the competition in entering the state-based universities across the country, the students try hard to get the highest point in the university entrance exam. This problem has led most of the parents in Iran, whose children are due

to enter the university, to take some measures and pay extra attention for their success. For example, the parents enrol their children in a number of pre-exam classes which are mostly one after another during the whole week. There are reports that these measures are evaluated unbalanced and sometimes counter-productive so that some of the children even do not have a break for entertainment. This is while sometimes the students do not get the expected result and they become extremely disappointed. Even in some cases this lead to the social and psychological problems. On the contrary, there are some views that support such pressures from parents and claim that the majority of students' success is because of the attention they receive from their families. They are also arguing that the students' acceptance in the state-based universities helps a lot to the families' economy. That is, the students will have the minimum expenditure in compared with the private institutions. Now, on the light of this, write your arguments in the form of arguments for and arguments against and try to show which aspect of your argument weighs up the other side.

3. There are some reports that over 66 percents of the university students in Iran are female. According to the newspapers, this ratio has increased from 25 percents to the present figure over the last 10 years. It is while the percentage of male students has decreased over the same period to 34 percents. In this regard, some people argue that now the female students can access to better jobs and social positions than before. They also argue that the contribution of mothers with higher education to their families and the overall society are more than others. However, some people say that this has caused some problems for some disciplines. The proponents of this idea claim that the disciplines such as engineering which require hard labour suits for men than women. This is while taking more women has practically yielded no positive result at least in hard sciences. That is, most of the female students only get their certificate and they are not ready to practice their knowledge. With regard to this problem, write your views in support and rejection of such development. Try to show which side of argument you belong to.

The individual construction of discussion text was the end of the teaching and learning cycle. This part also provided the researcher with another part of the data, required for the data analysis.

### **3.4 Data analysis and presentation**

The data analysis was carried out in two stages. The focus of first stage was on the genre staging and the overall textual organisation across the students' texts. The second stage was concerned with the development of GM. The following is the presentation and discussion of the steps in analysing the students' texts.

#### **3.4.1. Analysis of textual structure and genre staging**

Among a class of students, nine students' texts, i.e. a corpus of 27 texts were selected for the analysis. The reason for such limitation had two justifications: the scope of study and having a reliable corpus for driving any conclusion. It was assumed that this number of texts could be managed within the time limit of this study, and the result of findings could adequately provide the basis for concluding any possible outcome in the students' texts, either qualitatively or quantitatively.

For the analysis of genre-staging, the Sydney genre school prototype was selected as the model. All of the 27 texts from the pre-test to the exposition and discussion texts were matched against this model. This model, which contains different functional stages, is frequently revisited by many Australian systemicists. However, in this study Martin and Rose's (2008) model was selected for the exposition and discussion in which the argumentative genres are classified as:

1. Exposition: one-sided argument which contains thesis, supporting arguments, and reinforcement.
2. Discussion: two-sided arguments which contains statement of issue in the introduction, 'for' and 'against' arguments in the body and the author's position in the conclusion.

3. Challenge: refutes a counter position which is formed by challenged position, arguments against and anti-thesis.

Among the analysed texts, those which broadly matched with this typical model were identified as “*conforming*” and those which did not match were identified as “*non-conforming*” to the Sydney genre school literature.

The classification of texts into “*conformity*” and “*non-conformity*” structures allowed further investigation. In close analysis of some non-conformity structures in the texts it became clear that this type of text development is communicatively similar to the construction of the text in the students’ language of literacy—Persian. Some of the students had opted for textual organisation in Persian as the immediate available option in the process of text development. However, such deployment was considered to be communicatively problematic, since it does not follow with the argumentative structure which is expected in the English argumentative texts.

The purpose of this stage of analysis, however, was to find out to what extent the application of the pedagogy may have been the source of improvement in deploying the textual structural model identified in the Sydney genre school literature. The finding could also shed an insight into any possible relationship between the lexicogrammatical features at clause and clause complexes with the deployment of generic structures. This could be a way for construing the possible relationship between the consciousness-raising effect of the genre-based pedagogy in recruiting the generic structure on the one hand and the development of the lexicogrammatical features on the other.

#### **3.4.2 Analysis of students’ deployment of nominalisation**

The second line of analysis was conducted to investigate any possible change or development at the level of lexicogrammar, i.e. clause and clause complexes across the students’ texts. As noted above, the notion of consciousness in SFL is compared with GM; therefore, in this section the focus is concentrated on the development of this feature across the students’ texts. As Halliday and Matthiessen (2006) identify, in

the content plane GM realises in the ideational meta-function. This is while they also point out that it is not limited to the ideational aspect only and GM involves the interpersonal and textual metafunctions as well. Consequently, any area of meaning making could be traced across the students' texts such as the ideational, interpersonal and textual. However, considering both the time constrains and the scope of this project, the investigation concentrated on the development of the ideational aspect of GM across the students' texts.

Based on the role of GM in the syntagmatic and paradigmatic orders, two types of analysis were conducted across the students' texts. The first step was the statistical analysis of GM. Three different types of analysis were conducted in this section. The second step was the analysis of GM at the syntagmatic order. Based on the theoretical postulations by Halliday (1998a) and Halliday and Matthiessen (2006) on the realisation of elemental metaphor at the syntagmatic order, this section was also based on the realisation of elemental metaphors. Three syntagmatic realisation of GM was investigated across the students' texts. In the following sections, I shall present the paradigmatic and syntagmatic orders across the students' texts, respectively.

### **3.4.2.1 Statistical tallies**

The first step in the analysis was to consider the paradigmatic realisation of GM across the students' texts. Tallying the statistical analysis was carried out at three phases. The first phase was based on the model of categorisation of GM. Ravelli's (1985, 1999) categorisation of GM was selected for analysing all of the students' texts. In the second phase, the analysis of subcategory of nominalisation which was identified as the prevalent type of GM was carried out. The last phase devoted to the statistical analysis of different types of complex processes construed as Things. They will be discussed and presented in the following sections.

#### **3.4.2.1.1 Statistical tallying according to Ravelli's (1985, 1999) categorisation**

The distribution of the types of metaphor was investigated according to Ravelli's (1985, 1999) proposed model. For the reason that the paradigmatic realisation provides the main component for the syntagmatic realisation, its meaning making role



has been considered vital in identifying its deployment across the students' texts. All of the students' texts then were included in the analysis. Ravelli (1985, 1999) has classified the metaphorical realisation into 9 general types, most of which include subtypes as well. For example, the metaphorical realisation of processes as a nominal group or Thing has been categorised under the five categories of:

- '*1a*' for material process;
- '*1b*' for mental process;
- '*1c*' for relational process;
- '*1d*' for verbal process;
- '*1e*' for behavioural process.

The rest of the categorisation includes:

- '*2*' for process—indicates that a process which congruently realises as a Verbal group, it has metaphorically realised as an Epithet, Classifier, or an Adjective.
- '*3a*' for quality of a Thing—indicates that a quality which congruently functions as an Adjective, it has metaphorically realised as a Nominal group or Thing.
- '*3b*' for quality of a process—indicates that a quality which congruently functions as an Adverb, it has metaphorically realised as an Epithet, Classifier or an Adjective.
- '*3c*' quality of a process—indicates that a quality which congruently functions as an Adverb, it has metaphorically realised as a Nominal group or Thing.

As Ravelli (1988) points it out, the two categories of '*4a*' and '*4b*' broadly involve the interpersonal metafunction. However, they were included in the analysis of the students' texts just from the ideational perspective. As Ravelli (1988) confirms, their full investigation requires a separate study.

- ‘4a’ for modality—indicates that a congruent Modal adverb has metaphorically realised as an Epithet or an Adjective.
- ‘4b’ for modality, modulation—indicates that a congruent Adjective or a Passive verb has metaphorically realised as a Nominal group or Thing.
- ‘5a’ for logical connection—indicates that a congruent Conjunction has metaphorically realised as a Nominal group or Thing.
- ‘5b’ for logical connection—indicates that a congruent Conjunction has metaphorically realised as a Process or a Verbal group.
- ‘6’ for circumstance—indicates that a congruent Prepositional phrase has metaphorically realised as a Process or a Verbal group.
- ‘7a’ for participant—indicates that a congruent Nominal group has metaphorically realised as a Classifier or an Adjective.
- ‘7b’ for participant—indicates that a congruent Nominal group has metaphorically realised as a Nominal group or Thing.
- ‘8a’ for expansion—indicates that a congruent Ranking-clause has metaphorically realised as an Embedded clause as Act.
- ‘8b’ for projection—indicates that a congruent Ranking-clause has metaphorically realised as an Embedded clause as Fact.
- ‘9’ for circumstance—indicates that a congruent Prepositional phrase has metaphorically realised as an Epithet, Classifier or an Adjective.

Ravelli (1985, 1999) also classified these categories into two types of ‘macro’ and ‘micro’ metaphors. In this study the same categories were also investigated in the analysis of students’ texts. However, it was found that ‘macro’ metaphor largely falls in the realisation of elemental metaphor at the syntagmatic level—‘figure to element’. This was in harmony with Halliday and Matthiessen’s (2006) distinction of down-

raking movement from congruent figure to metaphoric element. Therefore, I kept the analysis according to the model suggested by Ravelli (1985, 1999). I shall refer to this aspect of GM under the realisation of syntagmatic order in the next section. For the presentation purposes, the analysis of discussion text by HGS1 is presented in the following table. In this table the presentation of macro metaphors are indicated by square brackets and the underlined expressions are the indicative of elemental metaphors.

**Table 3.6** Sample text analysis according to Ravelli's (1985, 1999) categorisation of GM

Content (discussion text)	Macro	Micro	Categories
1. <u>[[Playing video games]]</u> alter <u>child's</u> behaviour.	1	3	8b,1a, 5b,7a 1e
2. There are either <u>positive</u> and <u>negative effects of video games</u> on children.	1	3	3a,3a 1b
3. <u>Violent game</u> increase <u>afraid, worried, suspicions</u> behaviour in children and give them the <u>idea</u>	0		7a,5b, 1e 1b
4. <u>[[that violent/ and aggressive/ behaviour are an acceptable way [[to deal with problems and conflict.]]]]</u>	2	8	8a,7a,7a,1e 3b, 1a,8a 1a
5. <u>[[Playing violent/ video games]]</u> increase under pressure and <u>depression</u> in children.	1	5	8b,1a, 7a,5b,1e 1e
6. These factors <u>caused</u> children not to be successful in <u>their education</u> .	0	1	1a
7. When children are in <u>bad /mood</u> and have stresses,	1	2	3a,1e
8. they cannot concentrate well to <u>studying</u> and <u>[[fail in their education.]]</u>	0	3	1a 8a,1a
9. But there are some <u>ideas</u>	0	1	1b

10. that children can learn some skills <u>[[by playing games]]</u> . some skills such as <u>quick/thinking</u> , <u>mapping/memeory</u> , <u>hypothesis/ testing</u> , <u>estimating/ skills</u> .	2	3	8a 2, 1a
11. <u>[[By playing games]]</u> they can practice such skills <u>[[that are not often in school curriculum.]]</u>	0	2	8b 8a
12. <u>[[According to researchers</u> <u>[[failing in games]]</u> <u>decrease self-/confidence</u> of children	0	6	8b,8b,1a 5b,9,1b
13. and <u>cause</u> they do not believe their <u>abilities</u> and their own <u>ideas</u> .	0	3	5b 4a,1b
14. <u>[[But winning the games]]</u> <u>increase</u> their <u>self-/confidence</u> <u>[[that for solving problems just</u> <u>[[they can rely on themselves.]]</u> ]]	0	7	8b,1a,5b 9,1b,8a,8a
15. <u>[[Playing video games in groups]]</u> <u>encourage</u> children <u>[[to participate in social situations]]</u>	0	4	8b,1a, 5b,8a
16. and <u>[[involve their ideas to group,]]</u>	0	2	8a,1b
17. but some children lose <u>the chance/ of participating in social/ groups</u> <u>[[by playing game individually.]]</u>	1	3	1a 9,8a
18. <u>[[According to health news,]]</u> video games <u>prevent</u> children <u>eating/ good</u>	0	3	8b,5b 1a
19. and <u>[[attract them to fast foods.]]</u>	0	0	8a

20. Because the <u>nutrition/ value/</u> of fast foods are les,	1	1	1e
21. the children cannot absorb the vitamins and proteins <u>[[that is necessary for their body]]</u> and <u>face</u> them with a lot of healthy/ problems.	0	2	8a,5b
22. We cannot say	0	0	
23. <u>[[all of the video games]]</u> have <u>[[negative/ effects or positive/ effects on children]]</u> . <u>effects</u> of it is mixture of them.	0	6	8b 8a,3a,1b, 3a, 1b
24. But the parent must help to their children, <u>[[control their behaviour.]]</u>	0	2	8a,1e

There were some nominalisations in the students' texts which were classified as "*unidiomatic expressions*". They are expressions which are either nominalised out of wrong suffices or they are unidiomatically deployed across some students' texts. In the sample text above, these items are highlighted with grey colour. They were excluded from the analysis.

After this stage of analysis, it became evident that nominalisation from process to Thing is the major kind of GM in the students' texts. In order to find out which subcategory of nominalisation is the prevalent type in the exposition and discussion text-types across the students' texts, the statistical analysis of subtypes of nominalisation and their location in the clause was carried out. I shall discuss this stage of analysis in the following section.

#### **3.4.2.1.2 Statistical tallying according to subtypes of nominalisation and transitivity function of nominalisation**

The analysis was confined to three students' texts. This measure was taken to manage the statistical findings with regard to the time and the scope of this study on the one hand and its relation to the qualitative deployment of metaphorical resources across the students' texts on the other. The three students' texts formed the corpus of nine texts. They were from the three identified levels: HGS1, MGS1 and LGS1. It was considered that the analysis would enable us to interpret the scope of the deployment of metaphorical resources across the students' texts and whether there has been a possible relationship between the deployment of explicit genre teaching pedagogy and the development of GM as the sources of consciousness at the level of lexicogrammar.

A total of seven subcategories of nominalisation and subtypes of metaphorical deployment of complex processes construed as Things were identified across the students' texts. The three students' pre-tests and post-test texts were analysed accordingly. The following key and table presents the identified subcategories, abbreviations and the analysis of pre-test, exposition and the discussion texts by only HGS1. The texts by MGS1 and LGS1 and their analyses are provided in appendix G.

**(Row 1): Statistical tallying according to subtypes of nominalisation**

**(Row 2): Statistical tallying according to type of nominalisation construed as Thing**

Key: **(Row1):** MN= “Marked Nominalisation”, VN= “Verbal Nouns”, NMMN= “Non-morphologically Marked Nominalisation”, NPRM= “Nominalisation in Pre-modifiers”, NPOM= “Nominalisation in Post-modifiers”, NT= “Nominalisation in Theme” and NR= “Nominalisation in Rheme”.

**(Row 2):** mnT= “Mental processes construed as Thing”, vT= “Verbal processes construed as Thing”, mhT= “Material processes construed as Thing with human agency”, mT= “Material processes construed as Thing without human agency”, rT= “Relational processes construed as Thing”, bT= “Behavioural processes construed as Thing”.

**Table 3.7** An analysis of subtypes of nominalisation in pre-test text by HGS1

<b>Row 1</b>	MN	VN	NMMN	NPRM	NPOM	NT	NR
<b>Row 2</b>		mnT	vT	mhT	mT	rT	bT
1. There are <b>lots of reasons</b> that people prefer to study abroad.			1			1	
2. Intelligent students who have not best <b>education facilities</b> such as research and so on, emigrate to developed countries to get <b>their purposes</b>	1	1	1		1		1



3. Because there are <b>more prosperous chances of work</b> , <b>economic welfare</b> , <b>social and political freedom</b> and so on, the intelligent students from underdeveloped countries attracted by them and prefer to live in developed countries	1		1	2	1	1	
4. and <b>this factors</b> cause <b>brain drain issue</b> .			2	1		1	1
<b>Total (Row 1)</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>
<b>Total (Row 2)</b>		<b>2</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>

**Table 3.8** An analysis of subtypes of nominalisation in exposition text by HGS1

Row 1	MN	VN	NMMN	NPRM	NPOM	NT	NR
Row 2		mnT	vT	mhT	mT	rT	bT
1. Most of the intelligent students tend to emigrate to developed countries.							
2. Because their own country has <b>low-quality research standards</b> and <b>shortage of research facilities</b> , they emigrate to expand <b>their major of studies</b> .	1		1	1	1		1
3. Also when a country do not appreciate <b>invention/intelligence of an inventor</b> , he/she decide to leave his/her country and live in societies which appreciate his/her work/ <b>intelligence</b> .	3			3		1	1
4. Developed countries invite them <b>by giving chances for further studies</b> , they provide them <b>with high-quality of studying</b> to attract <b>their attention</b> .	1	1	1		1		
5. <b>Lack of economic welfare</b> face people of under developed countries to big problems and attract them to developed countries.					1		
					1		

6. Because people of such societies have <b>no job opportunities and job securities for promoting</b> their level of lifeness leave their own country to find a good job that has material guaranties.	2			2			2
7. At the result, <b>advantage of studying abroad</b> must not be less considered.			1	1	1		
<b>Total (Row 1)</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>
<b>Total (Row 2)</b>		<b>0</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>0</b>

**Table 3.9** An analysis of subtypes of nominalisation in discussion text by HGS1

Row 1	MN	VN	NMMN	NPRM	NPOM	NT	NR
Row 2		mnT	vT	mhT	mT	rT	bT
1. <b>Playing video games</b> alter <b>child's behaviour</b> .		1	2	1	1	1	1
2. There are either <b>positive and negative effects of video games on children</b> .			1		2		1
3. <b>Violent game</b> increase <b>afraid, worried, suspicions</b> <b>behaviour in children</b> and give		1			1	1	1
4. them <b>the idea</b> that <b>violent and aggressive behaviour</b> are an <b>acceptable way</b> to deal with <b>problems</b> and <b>conflict</b> .		1	5	2	1	1	3
5. <b>Playing violent video games</b> increase <b>underpressure</b> and <b>depression in children</b> .	1	1		2	1	1	1
6. <b>These factors</b> caused children no to be <b>successful in their education</b> .	2		1	1	1	1	1
7. When children are in <b>bad [mood]</b> and have <b>stresses</b> , they cannot concentrate well to <b>studying</b> and fail <b>in their education</b> .	1	1	2	1		1	1
		1		1			2

8. But there are <b>some ideas</b> that children can learn <b>some skills by playing games.</b>		1 1	3	1 1	1			
9. <b>some skills</b> such as quick thinking, <b>mapping-memeory, hypothesis [testing,] estimating skills.</b>		2	1 1	2	1	1		
10. By <b>playing games</b> they can practice such <b>skills</b> that are not often in school curriculum.		1	2	1 1	1	1	1	
11. <b>Studenting (MGS1): Preferring intgames decrease self-confidence of children</b> and cause they do not believe <b>their abilities and their own ideas.</b>		1 1	2	1 2	2 1	1	2	
12. But <b>wining the games</b> increase <b>their self-confidence</b> that for <b>solving problems</b> just they can rely on themselves.	1	2	2	2 1	2	1	2	
13. <b>Playing video games in groups</b> encourage children to participate in <b>social situations</b> and involve <b>their ideas to group</b> , but some children lose <b>the chance of participating in social groups by playing game individually.</b>		3 1	3	2 1	4 2	1	2	
14. According to health news, <b>video games</b> prevent children <b>eating good</b> and attract them to fast foods.		1	1 1	1	1	1		
15. Because <b>the nutrition value of fast foods</b> are les, the children cannot absorb the vitamins and proteins that is necessary for their body and face them with <b>a lot of healthy problems.</b>			2		1 2	1	1	
16. We cannot say <b>all of the video games</b> have <b>negative effects or positive effects on children.</b>		2	3		1 1	1	2	
17. <b>effects of it is mixture of them.</b>	1				1 1		1	
18. But the parent must help to their children, control <b>their behaviour</b> and also teach them to select <b>best one's.</b>			2				2 1	
<b>Total (Row 1)</b>		<b>6</b>	<b>14</b>	<b>33</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>22</b>
<b>Total (Row 2)</b>			<b>8</b>	<b>2</b>	<b>10</b>	<b>19</b>	<b>0</b>	<b>8</b>

After the analysis, the distribution of the subtypes of nominalisation was tallied across the students' texts. The aim of this stage of analysis was to identify the highest frequency of subtype(s) of nominalisation on plausible consequences of the application of genre-based pedagogy. The investigation of full analysis is presented in chapter 5. The full presentation of analyses is in Appendix G.

The third stage of the statistical analysis is the metaphorical deployment of complex processes construed as Things. The presentation and discussion will be in the following section.

### **3.4.2.2 Syntagmatic realisation of GM**

As noted above, this stage of analysis was complementary to the paradigmatic realisation. According to Halliday and Matthiessen (2006), GM realises both at the syntagmatic and paradigmatic orders. They are mutually exclusive and one provides the conditions for the other. That is, the paradigmatic order provides the condition and complexity for the syntagmatic realisation. Therefore, the building block of syntagm is from the combination of elemental metaphor. According to Halliday and Matthiessen (2006), the syndrome of realisation form different categories which are classified on the basis of rank shift. On this basis the metaphorical re-construal takes place and three configurations becomes available.

1. 'Sequence to figure': the sequence is construed not as a clause complex but as a clause;
2. 'Figure with process to figure with process as Thing: a part of figure is construed as a participant and the syndrome is of elemental type;
3. 'Figure to element': the figure is metaphorically construed not as a clause but a nominal group.

Considering the configurations above, three students' texts were selected for the analysis of 'sequence to figure'. In order to find the possible impact of the

introduction of genre-based pedagogy on the development of this feature, I selected one student from each group of high, middle and low groups such as HGS1, MGS1, and LGS1.

For the analysis of ‘figure with process to figure with process as Thing’ I proceeded with the same approach which I had taken in the analysis of ‘sequence to figure’ above. Again, three students’ texts from different groups of high, middle and low such as HGS2, MGS2, and LGS2 were selected for the analysis.

However, in this study the realisation of ‘figure to elements’ were investigated from Halliday and Matthiessen’s (2006) taxonomy of the types of things as well as the down-ranking movements from ‘figure to elements’. At the same time it was found that Ravelli’s (1985, 1999) distinction of ‘macro’ metaphors represents this stage of analysis as well. I shall present the details of the analysis in the following section.

#### 3.4.2.2.1 Division into elements

Halliday (1998a) introduced the notion of syntagmatic realisation of elemental metaphor. Halliday and Matthiessen (2006) have further developed these metaphors into finer subcategories. As Halliday and Matthiessen (2006) argue, GM largely do not occur one at a time but in a cluster called ‘syndromes’. The components of these syndromes are the individual elemental metaphors. The following are the possible configuration of such clusters proposed by Halliday and Matthiessen (2006:250).

**Table 3.10** Syndrome of GM and syntagmatic complexity of elemental metaphors

1	$2i/1 + 13i$ (a)	the fracture of glass/the instability of diamond
2	$13i$ (c) + $2i/1$	engine failure
3	$13i$ (b) + $2i/1$	the government’s decision
4	$6\ ii + 2i/1$	inter-atomic bonding/industrial thuggery
5	$13i$ (b) + $2i + 13i$ (a)	his arrest by the police
6	$13ii + 2i + 12i$	rapid bounding occurs
7	$13ii + 2i + 13i$ (a)	yesterday's decision by the group
8	$5ii + 1 + 13i$ (a)	the apparent innocence of the accused

9	$1 + 13i(a) + 13i(b) + 2i$	the cogency of his argument
---	----------------------------	-----------------------------

As the above examples indicate, they are the down-ranked from congruent realisation of figures to nominal groups. For example, the example 1, ‘the fracture of glass’ can congruently be realised as “*The glass is/was broken*”. The metaphorical realisation is no longer a clause but a nominal group. This feature was investigated in the selected students’ texts with a focus on the prevalent type of elemental metaphor in the structure of nominalisations. As the table indicates, the major type of elemental metaphors occurs in syndromes type 1 and 2, i.e. quality to thing and process to thing. For the basic similarities between Halliday’s (1998) and Ravelli’s (1985, 1999) categorisations of GM, they were compared with each other. Ravelli’s (1985, 1999) model was selected for coding the types of elemental metaphor across the students’ texts. The same coding can also be deployed for the realisation of these metaphors at the syntagmatic level. For example, in the cluster “*the disadvantages of playing video games*” the elements according to Halliday and Matthiessen (2006) can be represented as  $2i/1 + 13i$  which correspond with  $1/3a + 1/3a$  in the model proposed by Ravelli’s (1985, 1999), respectively. Interestingly, it was found that Ravelli’s (1985, 1999) identification of ‘macro’ metaphor also represented the rank-shifted clause from ‘figure to element’ as well.

Apart from the analysis of metaphorical realisation of elements on the consequences of rank-shifting, Halliday and Matthiessen’s (2006) taxonomy of the types of Things were also recruited to investigate the development of this feature of academic writing before and after the application of the genre-based pedagogy across the selected texts. The qualitative analysis was conducted to determine the scope of the shift from the deployment of ‘conscious things’ to ‘macro things’ from the pre-test to the exposition and discussion texts. Among the deployment of ‘macro things’ for ‘conscious things’, ‘macro-phenomena’ and the shift from ‘conscious things’ such as subjective pronouns to ‘macro things’ such as rank-shifted elements were identified in the students’ texts. According to Halliday and Matthiessen (2006), ‘macro phenomena’ occurs when a clause is down-ranked to function as a pronoun or the nominalisation of process or qualities. For instance, in the following extract an example of such feature is shown in the pre-test text by LGS3:

I also has [sick] problem in conversation. **this problem** occur because in Iran there is no chance we use second language.

The underlined bold words indicate the deployment of ‘macro phenomena’ in this student’s text. The entire clause “*I also has [sick] problem in conversation*” has been reduced to a pronoun plus noun “*this problem*”. The details of analysis are presented in chapter 6.

#### 3.4.2.2.2 Division into figures

As discussed in the preview above, the three students’ texts such as HGS2, MGS2 and LGS2 were selected for the analysis of ‘figure with process to figure with process as Thing’. The pre-test, exposition and the discussion texts were examined according to Halliday and Matthiessen’s (2006) identification of this aspect of the syntagmatic realisation of elemental metaphors. The following is an example from the discussion text by HGS2.

a) <u>But the industry of video game has been <b>the cause [of a growth in economy, employment of millions of people, development of many computing elements and improvement and increase of learning process.]</b></u>
b) But the industry of video game has boosted the economy, it has helped to employ millions of people, ...

**Figure 3.5 The metaphorical (a) and a possible congruent representation of figure with process and figure with process as Thing**

The first example is the metaphorical representation of ‘figure with process as Thing’, whereby the second is a possible congruent representation of it. As the figure indicates, in the metaphorical example the second part of the clause is formed from a series of complex nominal groups. Although each group by itself can form a separate congruent clause, its function within this clause is the metaphorical deployment of process as Thing. Similar to the metaphorical realisation of figures to elements, this

aspect of syntagmatic realisation involves the elemental metaphors. The full investigation, however, will be carried out in chapter 6 below.

### 3.4.2.2.3 Division into sequences

Three students' texts such as HGS1, MGS1 and LGS1 were selected for the analysis of metaphorical deployment of figures for sequences. Halliday and Matthiessen's (2006) identification of metaphoric realisation of sequences at the syntagmatic level was selected for the analysis. The analysis was carried out from the pre-test to the exposition and discussion texts. The following figure is an example of metaphorical figure and its congruent counterpart by Halliday and Matthiessen (2006:253).

- |   |
|---|
| <p>a) <b><u>They shredded the documents before their departure to the airport.</u></b></p> <p>b) They shredded the documents before they departure for the airport.</p> |
|---|

**Figure 3.6 The congruent and metaphoric realisation of sequence**

In the figure above, (a) is the metaphorical realisation and (b) is a possible congruent realisation of the sequence. The metaphorical form is the combination of a clause 'They shredded documents' with a minor process 'before' and the nominal group 'their departure for the airport'. Halliday (1998a) calls such metaphorical realisations as 'higher rank syndrome'. The higher rank can be divided into its constituents—lower ranks. However, the combination of two lower ranks such as a clause and a nominal group or two nominal groups plus a verb in between constitutes the metaphorical realisation of a figure. In the example above, the metaphorical representation by Halliday and Matthiessen (2006) is the combination of four elemental metaphors as  $10i+13i$  (a) +  $2i+13ii$  (b) which correspond with Ravelli's (1985, 1999) model as  $5b+9$  (a) +  $1a+9$  (b), respectively. Halliday and Matthiessen (2006) extended Halliday's (1998) categorisation into several subcategories. The use of Roman Numerals indicates these sub-categorises.



Therefore, different coding is deployed in Halliday (1998a) and Halliday and Matthiessen (2006) on the one hand and Ravelli (1985, 1999) on the other for representing similar semantic movements. For example, while the connecting type between a clause and a nominal group or two nominal groups in ‘favourite clauses’ in Halliday and Matthiessen (2006) is codified under the type 10i metaphor, i.e. relator to Thing the same semantic movement in Ravelli’s (1985, 1999) model is presented under type 5b metaphor, i.e. conjunction to verbal group. This will be discussed further in chapter 6.

### **3.5 Summary**

This chapter presented the research methodology which has been adopted for carrying out this research. The three main components of theoretical framework, teaching and learning cycles, and data analysis were explained in details. The next chapter is the first chapter of data analysis.

## CHAPTER 4

### Exploring generic structure deployment in the EFL students' argumentative texts on plausible influence of genre-based pedagogy

#### 4.1 Introduction

This chapter explores the development of generic structures in the EFL students' argumentative texts before and after the application of the genre-based pedagogy. It explores possible consciousness-raising influence of this pedagogy in the deployment of generic structures across the students' texts. Before embarking on the discussion of the detailed text analysis, I shall explain the overview of key findings at three stages of pre-test, exposition, and discussion writing. The details of analyses will be presented later according to different stages in writing context I, writing context II, and writing context III. In the end, I shall provide a comparison between the stages and the summary of findings.

#### 4.2 Overview of key findings

The analysis of the students' texts was conducted at the three stages of pre-test, exposition and discussion text-types. The overall analysis revealed that the students have dialectically progressed from one stage of writing to the next. That is the number of students who produced prototype text-types in the pre-test have increased after the application of the genre-based pedagogy in the exposition and discussion genres. There were students whose texts did not match with the prototype genres. Therefore, the key findings of analysis fall in two main categories: "*conformity*" and "*non-conformity*" structures identified in the Sydney genre school. The findings were classified according to the stages of teaching and learning cycles, i.e. the three distinct writing contexts and three groups of students to investigate the consciousness-raising effect of the genre-based pedagogy on the deployment of generic structures across the students' texts. The key findings will be discussed in the following sections.

##### 4.2.1 The pre-test writing

The analysis of the pre-test texts revealed that four students' texts could easily be matched with one of the prototype argumentative genre in the English language, and they were classified as "*conforming*". Five students' texts did not match with any of

text structural prototype identified in the Sydney genre school, and they were classified as “*non-conforming*”. The degree of non-conformity was another issue among the classified texts. That is these texts differed in the proximity to the prototype argumentative genres from each other. However, what distinguished these texts from the prototype argumentative genres was the disruption in communicative functionalities of text. Accordingly, HGS1 and HGS2; MGS1; and, LGS2 produced conforming text-types, and HGS3; MGS2, MGS3; and, LGS1 and LGS3 produced non-conforming texts.

#### **4.2.2 The exposition writing**

The analysis of exposition texts revealed that six students produced texts which could easily be matched with the standard exposition genre in the English language. These students were HGS1, HGS3; MGS1; LGS1, LGS2, and LGS3. This result was after the application of the first round of teaching and learning cycle. However, still there were three students who developed non-conformity structures in their exposition genre such as HGS2; MGS2 and MGS3. The non-conformity at this stage was not concerned with the communicative functionality of texts but with the substitution of one genre to the next as well as the deployment of new rhetorical features. For example, HGS2 had developed a text which according to the Sydney genre school convention was close to the category of discussion than the exposition genre. The two other texts also had strong logical and persuasive language features required for the development of exposition genre. In comparison with their pre-test texts, they developed the generic staging which removed them from the negative non-conformity pole to the proximity of positive conformity zone. These findings strengthen the hypothesis that there is a correlation between the application of the genre-based pedagogy and the improvement of students’ consciousness in deploying generic structures in the exposition texts.

#### **4.2.3 The discussion writing**

The analysis of the texts at this stage of writing revealed that eight students out of total number of nine students produced texts which could easily be matched with the prototype discussion genre identified in the Sydney genre school. The only student who produced non-conformity text structural organisation was HGS2. The

deployment of new textual features in this student's text, of course, did not communicatively impede the smooth following of his text. The importance of new features in his text, however, was noticeable because these features existed before and after the application of the genre-based pedagogy. They were identified as the text staging features in the students' mother tongue and his language of literacy.

The outlines of findings are presented in the following sections at writing contexts I, II and III, respectively. The writing context I deals with the overall analysis of students' texts in the pre-test. With regard to the introduction of prompt at this stage, the students were largely expected to come up with the exposition text-type. In writing context II the development of the generic structures were analysed after the application of the first round of teaching and learning cycle. The writing context III is the analysis of the students' texts after the second round of the introduction of the genre-based pedagogy. I shall present each section in turn.

#### **4.4 Writing Context I– Pre-test**

The analysis of nine students' pre-test texts indicated that they fall into two categories of "*conformity*" and "*non-conformity*" structures identified in the Sydney genre school. In conformity structure, the students developed a typical exposition and discussion genres. Some of these texts included the deployment of embedded exemplum similar to the argumentative genre in the English language, which were deployed to support arguments within the texts. In non-conformity, three kinds of rejections were identified. One type was observed in refuting Thesis, which was after the presentation of arguments in the concluding section. The second type of rejection was identified as the development of topic, in which a different topic was developed. The third type of such new rhetorical feature was detected within the embedded exemplum which the students deployed to support their arguments. The detailed analyses of the rhetorical features in conformity and non-conformity to the Sydney genre school along with the overall presentation of students' texts will be discussed in the following sections.

#### 4.4.1 Conformity structure to the Sydney genre school

From the overall students' pre-test texts, only two students' texts, i.e. HGS2 and HGS3 can easily be matched with one of the prototype argumentative genres in the English language, i.e. the instances of discussion genre. The text produced by HGS3 is presented as a sample text in Table 4.1 below.

**Table 4.1** A prototype discussion genre by HGS3

Part	Functional Stages	Text
Introduction	<b>Identification Constructing the Thesis</b>	<b>Para 1</b> 1Some people prefer to study abroad. //2 I didn't had this chance before so in my opinion it has some advantages and disadvantages.
	<b>Argument "for" 1</b>	<b>Para 2</b> //3 One of the advantages is you can study in international universities.
Body	<b>Point elaborations</b>	/4 In this situation you can improve your knowledge better because you have more educated teachers and professors. 5 I heard about that if you do your best and improve you can get grant from university that you are studying.
	<b>Argument "for" 2</b>	6 The other advantages of studying abroad is meeting new people with different cultures, thus it will be interesting.
	<b>Argument "for" 3</b>	7 In any point of view if you study in a good university in abroad you can have better opportunity to find work. 8 I think it is one of the most important factors in life.
	<b>Argument "against" 1</b>	<b>Para 3</b> //9 Despite the fact that studying abroad has advantages, I think it has some disadvantages too. /10 You may get homesick.11 You may miss your country and your family a lot.
	<b>Argument "against" 2</b>	12 On the other hand it can be hard to know all of the roles of that country, therefore you need time to get used to them.

<b>Conclusion</b>	<b>Restatement of the position</b>	<b>Para 4</b> 13 Although studying abroad has some disadvantages, but I think it worth.
	<b>Reinforcement</b>	14 So I prefer to study abroad.

As the above table shows, this student has started her text with the identification and construction of the statement of issue at the introduction. There is no clear-cut statement of Thesis in the introduction section and after only a brief background to the topic the author has jumped to preview the advantages and disadvantages of studying abroad, which is similar to a preview in basic discussion genre in the English language. Then she has presented a series of arguments “*for*” and arguments “*against*” in the Body section. Two arguments “*for*” and two arguments “*against*” forms the “Body” section. Although the arguments are supported by point and elaborations for justifying the author’s position, they are stated briefly in one or two clauses. Finally, the text is concluded by the restatement of the issue and the reinforcement at the concluding section. For the lack of clear-cut Thesis in her introductory section, it is vague to classify this section as the restatement of the Thesis. However, the use of reinforcement, i.e. “*I prefer to study abroad*” is a positive sign to consider it as the restatement of the Thesis. Considering the whole categories and functional stages, therefore, this text meets the requirements of discussion genre in the English argumentative writing and it is classified as a prototype discussion text.

Considering the Sydney genre school prototypes, four other students including MGS1, MGS3, LGS1, and LGS2 also produced texts which had the basic exposition features. For a detailed analysis of generic structures, I shall present a sample from each group, respectively. Table 4.2 below is a sample text which is produced by MGS1.

**Table 4.2** A sample of basic exposition text by MGS1

Part	Functional Stages	Text
Introduction	<b>Identification</b>	<b>Para 1</b> //1 Many students in iran are interested in studying abroad because our government don't think to prepare good situation for them such as economic welfare, good job, studying facilities so our young people lost their motivation and love with their countries.
	<b>Constructing Thesis</b>	
Body	<b>Argument 1</b>	<b>Para 2</b> 2 They decide to go abroad ad search their dreams.
	<b>Point elaborations</b>	3 They may have many problems in abroad and in first stages, they become hopeless but they know that future belong them.
	<b>Argument 2</b>	4 After finishing their studies in abroad, they will have very good opportunities in any university that they want to teach.
	<b>Point elaborations</b>	5 Many universities and scientific institution in Iran are interested in absorbing students that studied in foreign countries.

This student started her text with an identification followed by the construction of Thesis. The reason for “*studying abroad*” is supported by a series of arguments and explanations as “*the point elaborations*” in the Body similar to the structures identified in the prototype exposition genre in the literature. The value of studying abroad is weighed up in each of the arguments throughout the Body section. Though there is no explicit concluding section and the text organisation lacks many advanced parameters, it still possesses the basic ingredients to be classified as an exposition text in the English argumentative writing.

Table 4.3 below is another example of pre-test text by LGS2 which has the basic ingredients to be classified under the English exposition genre.

**Table 4.3** A sample of basic exposition text by LGS2

<b>Part</b>	<b>Functional Stages</b>	<b>Text</b>
<b>Introduction</b>	<b>Identification</b>	<b>Para 1</b> /1 In my opinion studying abroad is the best chance for us to be familiar with other countries culture—way of thinking, way of living, economic, education and so on. //2 Also being an opportunity which we can progress, for example, education and develop our knowledge, degree.
	<b>Thesis</b>	
<b>Body</b>	<b>Argument 1</b>	<b>Para 2</b> //I think in develop countries because of the higher facilities somehow we will arrive the purpose.
	<b>Conclusion</b>	/3 We follow in addition we will change our idea about the people of that country.

There are roughly three major divisions of Introduction, Body and Conclusion in the pre-test text by LGS2. From the functional perspective, it has a Thesis, one Argument and a brief Conclusion. In the introduction section, after the identification of issue, she has stated the Thesis in which studying abroad is presented as an opportunity for the educational progression and gaining qualified degrees. The Thesis is further supported by the argument that high facilities of the developed countries are the driving force for students to get their goals. Finally, the text is concluded by another argument that studying abroad provides us with a better vision about other cultures. Though the overall text suffers from grammatical mistakes, logical reasoning and appropriate text organisation, it still has the major exposition features of the English argumentative genre.

#### **4.4.1.2 Macro genre**

In the analysis of the pre-test texts, it has been discovered that MGS3 deployed the embedded exemplum as a ‘Macro genre’. Martin (1994) and Martin and Rose (2003, 2008) use the term ‘Macro-genre’ to refer to the texts which have embedded elemental genres such as recounts, reports, explanations, etc. In fact the form of such elemental genres is different from their functions within a given text-type. For



example, a report genre within an argumentative text-type can be employed as a support for the author’s argumentation. In this study, the term Macro genre is used with the same meaning as in Martin (1994). Table 4.4 below illustrates the embedded exemplum in the pre-test text by MGS3.

**Table 4.4** An example of embedded exemplum in the pre-test text by MGS3

Part	Functional Stages	Text
Introduction	Identification	<b>Para 1</b> /1 These days studying abroad is an important problem for young people who want to continue their education in best way. 2 As the studying broad is so expensive, people who are going to go other countries should have enough money and knowledge to living other countries.
	Thesis	<b>Para 2</b> //3 In my opinion studying in strange countries is very great choise especially in developed contries which pay attention to young men or women to grow and develop.
Body	Argument Embedded exemplum	4 Some people prefer to study in their own hometown but unfortunately because in some countries <b>for example</b> in Iran or other developing countries, the government or other organizations do not mention to these things and don’t pay any money or helps for young men. 5 <b>So</b> in that what we can say bad or .... situation young people especially rich ones leave their hometown or their family and go to strange city to reach their goals.
	Argument 2 Rejection	<b>Para 3</b> //6 When young people inter in other country she or he learns its culture inside the studying. sometimes it depends on people.

This student has started her text with a background on studying abroad as a main problem for those who are looking for a qualified education. However, the author indicated that studying abroad is not a simple and the straightforward task. The problems for taking this opportunity are associated with its financial burden and the required adequate level of literacy. In spite of these hurdles and requirements, in the

Thesis she flags studying abroad as a great choice, particularly if this opportunity takes place in the developed countries. The reason for the advantages of this opportunity in the body section is related to the developed Western societies' degree of care and attention towards young men and women. In the next argument, the author refutes studying in her hometown by the deployment of an embedded exemplum. This exemplum by itself is a kind of report genre, but its function in this context is an argument for supporting studying abroad. Through the exemplum, she complains about Iran's and other developing countries' lack of attention, their lack of financial support and their ignorance in providing the youths with good opportunities. Then she concludes that in such a circumstance some students, particularly those who have a good financial background, choose to take studying abroad as an opportunity and as a means for reaching their goals. Although the exemplum is not developed in a skilful way as 'Macro genre' and it suffers from language deficiencies, its function within the text is well established. A further argument in support of this phenomenon in this text is learning about other cultures along with studying. However, the author immediately refutes this idea by arguing that it is not always the case and it depends on individuals. Though the overall text sounds to be like a spoken discourse, the insertion of the embedded exemplum as a support for her argument has formed a Macro-genre which is a writing tool for supporting argument.

#### **4.4.2 Non-conformity to the Sydney genre school**

There are several instances in the students' pre-test texts where texts do not conform to the features identified in the literature. Three major kinds of non-conformity instances were identified in the process of analysis. I shall discuss these instances in the following sections.

##### **4.4.2.1 A Cyclical Way Approach**

The analysis of some students' texts such as MGS2 and MGS3 indicated that they developed their texts by deploying a new rhetorical strategy which I called it "*a cyclical way approach*". The reason for using this metaphor is that it involves a new rhetorical strategy in which the presentation of arguments "*for*" and arguments "*against*" are simultaneous as if the positive or the negative argument starts at one

point on the circle and ends with the start of the negative or positive point on the other end forming a cyclic way of argumentation. For example, MGS2 constructed her arguments as;

*In studying there should be some internal attraction that I think I have tat factor. But again I think there are not any external attractions like job opportunity. Studying in our hometown has it's advantages and disadvantages, but more disadvantages.*

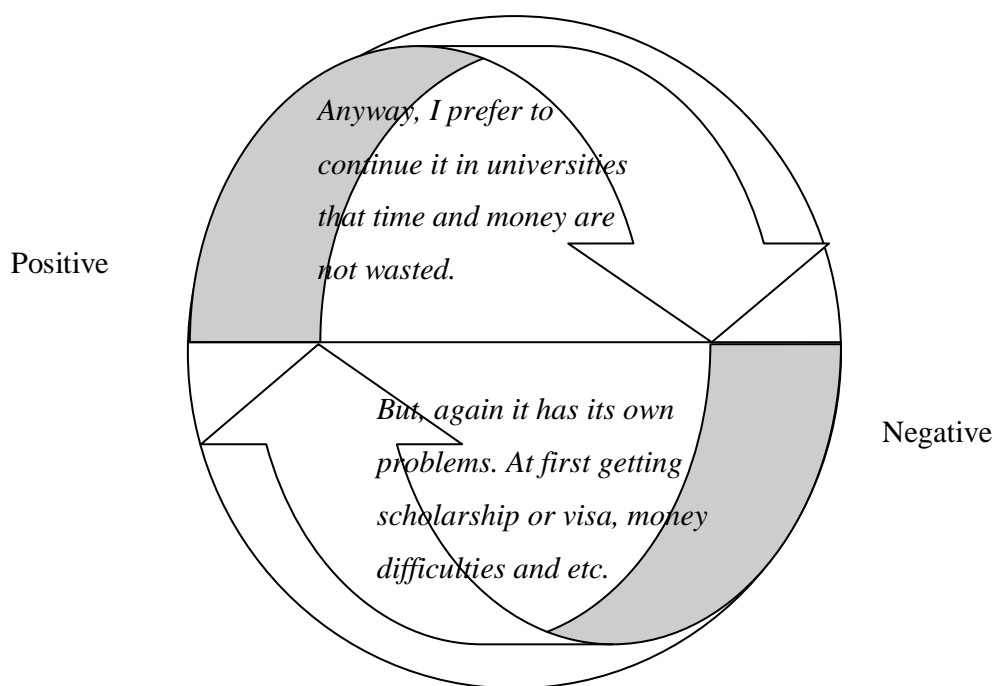
In this extract positive and negative aspects of studying abroad and studying at home are shown one after another. In making argument about each instance, the author has moved from the positive to the negative point either in two separate clause complexes as in studying abroad or just through the use of a single clause complex as in studying at home. The author weighs up each instances simultaneously without providing sufficient evidence or explaining the reasons. At the end of her text, she agrees with the positive position as,

*Anyway, I prefer to continue it in universities that time and money are not wasted.*

And again shows her disagreement through her negative position as,

*But, again it has its own problems. At first getting scholarship or visa, money difficulties and etc.*

Therefore, the author extends this cyclical strategy from her positive and negative arguments at clause and clause complexes to a higher level at text and genre. It seems that this rhetorical strategy works at different levels of text development which apparently is contrary to the argumentative text construction in the English language. However, the overall analyses of students' texts revealed that this is a new rhetorical feature identified in this context, and some students employ this strategy when they attempt to express themselves in the English exposition genre. Figure 4.1 below is a conceptual representation of this rhetorical feature and the way it functions in the process of text construction.



**Figure 4.1 A conceptual representation for “A Cyclical Way Approach”**

The identification of a cyclic way approach indicated that this intervention in the English argumentative text construction has its root either in the mother tongue or the students’ Second Language (SL) which interferes in the process of text development in English. Azerbaijani is the mother tongue of the participants in this study, but their national language and the language of literacy is Persian. Azerbaijani is a branch of Turkish language which is spoken in north-west, north-east and some central part of Iran and in Azerbaijan which is Iran’s north-west neighbouring country. This way of text construction probably has its origin in public culture, where people present positive and negative views moderately not to alienate themselves from the rest of the community. In this regard, Xing, Wang and Spencer (2008) also identified five rhetorical features including circularity and linearity which have the cultural origins. Accordingly, they argue that circularity stems from frequent change of topic sentence in a paragraph. Beigi and Ahmadi (2011) investigated five features including circularity and linearity in 50 English and 30 Persian social academic texts. The result of their investigations showed that while 92% of English and 13% of Persian texts revealed to have linear characteristics, 8% of English and 86% of Persian texts indicated circular features, respectively. Therefore, they suggested that circularity is specific to Persian language. Interestingly, this feature was also identified by Srinon

(2009) in Thai undergraduate writers. He calls this feature as ‘A Middle Way Approach’ and attributes it to the cultural understanding of Thai people. He argues that it probably originates from Buddhist teaching which values walking around positive and negative and avoiding end of extremes. This cultural understanding has become a dominant feature in Thai writing and similar to Azerbaijani and Persian speakers, Thais bring it into their English argumentative writing as well.

#### 4.4.2.2 Author’s advice for argument

Author’s advice is another rhetorical feature which was identified among the analysis of the selected samples. The LGS1 produced a kind of text which contains this feature, whereby instead of making argument and providing further supports for her reasoning she deployed a new rhetorical feature which resembles advice. Table 4.5 below indicates the analysis of this student’s pre-test text.

**Table 4.5** An instance of author’s advice for argument by LGS1

Part	Functional Stages	Text
Introduction	Identification Constructing Thesis	<b>Para 1</b> /1 Most of the people specially young people have a dream of continuing their studies abroad. //2 But going abroad and studying there has it’s own difficulties and responsibilities.
Body	“Advice” for Argument  Conclusion	/3 A person who want to complete or continue his or her studies abroad must have some qualifications such as having knowledge about the culture, people, language etc.  /having a certain goal is the most important thing that a person who want to travel in order to study must has.

This text includes some conventional elements of exposition genre and some new rhetorical features. As the analysis indicates, the identification of issue and the construction of Thesis are followed by the author’s advice and some necessary conditions for studying abroad as arguments. The author’s deployment of strong modal verb, i.e. ‘must’ indicates the author’s advice for argument, whereby she

mentions some qualifications such as language ability and the familiarity with culture and people as pre-requisite for taking this opportunity. The persuasion of argument in this form, however, is in contrast with the normal expectation of English argumentative text. According to the Sydney genre school conventions, the arguments in the form of a topic, supporting arguments and a conclusion in a single argument or a series of arguments are considered as the supportive elements for Thesis. Therefore, the rhetorical feature of advice does not include such characteristics and it is identified as a new strategy in the pre-test texts of some students. Interestingly, in the end the text ends up another unfamiliar rhetorical feature, i.e. the “*rejection*” of the set up question which will be covered in the following section.

#### **4.4.2.3 Rejection**

The analysis of 9 pre-test texts from nine students indicated three new rhetorical features which each of them has a kind of “*rejection*” in the process of text construction. The first type of rejection was identified in the set up question for the task as in MGS3 and LGS1, respectively. The second type is the author’s rejection of the topic and the development of a different topic. The third type of the rejection is involved in an embedded exemplum. In this type of rejection two competing ideas are presented in a single embedded exemplum, whereby the second idea rejects the first reasoning. I shall present these new rhetorical features in the following sections under the first, second and third type of rejections.

##### **4.4.2.3.1 First type of Rejection**

Among the analysed pre-test texts, there were instances in the students’ texts where the set up question at the beginning of their texts, i.e. Thesis was rejected at the conclusion section. Table 4.5 above, i.e. LGS1 and Table 4.6 below, i.e. HGS1 are instances of this type of text development. In LGS1, the author rejected the difficulties and responsibilities of “*studying abroad*”, which was set up at the beginning of the text in the Thesis and concluded her exposition with proposition in which having a specific goal is highlighted as a requirement for studying abroad. The rhetorical impact of this new feature creates a mismatch among functional stages such as the set up question in the introduction with the restatement of the position at conclusion. This

mismatch destroys the communicative functionalities of the text as a whole, meaning the audience cannot figure out the author’s stance with regard to the overall aim of the text in the English language.

Table 4.6 below is another example of this type of rejection in the pre-test text by HGS1. In this text after a set up question, i.e. *“There are many reasons for studying abroad”*, the Thesis is followed by an argument that the intelligent students use this opportunity in order to get to their goals. The argument is further supported by the presentation of socio-political atmosphere and the abundance of wealth as further reasons for attracting people to the developed countries. However, the text concludes with a rather different statement as opposed with the Thesis. The reasons for studying abroad are mixed up with the negative aspects of this phenomenon, which was not mentioned in the text. In the end, the author concludes her text with a different conclusion: *“the intelligent students from underdeveloped countries attracted by them and prefer to live in developed countries and this factors cause brain drain issue”*. This position stands exactly opposite to the proposed question in her Thesis.

**Table 4.6** A sample of Rejection of Thesis in the pre-test text by HGS1

Part	Functional Stages	Text
Introduction	Thesis	<b>Para 1</b> 1 There are lots of reasons that people prefer to study abroad.
	Argument 1	<b>Para 2</b> //2 Intelligent students who have not best education facilities such as research and so on, emigrate to developed countries to get their purposes.
Body	Point elaborations	/3 Because there are more prosperous chances of work, economic welfare, social and political freedom and so on, the intelligent students from underdeveloped countries attracted by them and prefer to live in developed countries and this factors cause brain drain issue.
	Conclusion Rejection	

In spite of the fact that there are differences in text construction between LGS1 and HGS1 from two different groups, both of them still share this specific rhetorical

feature in constructing their texts. Therefore, it seems that in these samples a cyclic way approach is confined only to the set up question in the Thesis and its impact is beyond the clause and clause complexes into a wider level at text and genre.

#### 4.4.2.3.2 Second type of Rejection

Another type of “*rejection*”, which was detected in the students’ pre-test texts, was identified in the topic. There was only one example of such rejection in the students’ pre-test texts and it was deployed by LGS3. Table 4.7 below is the pre-test text by this student. The text is about the author’s experiences of studying English in his hometown English language institutes and his comments on the teaching and learning activities. According to the Sydney genre school conventions, the classification of this text does not fall in the category of English argumentative texts, but to a report genre. The text is started with a brief introduction about the author and then it is followed by a report on his experiences in learning English and the shortcomings that he has faced in the English language institutions. In the end, he has offered some advice and solutions to overcome these deficiencies.

**Table 4.7** A sample of Rejection of Topic by LGS3

Part	Functional Stages	Text
Introduction	(This student has rejected the topic and developed his own story as a report).	1 I am studying English for four years in IRAN language institute, and now I’m going to finish it. 2 I prepare myself for entrance exam. 3 last year I failed exam and now I decide to burn mide night oil to pass it. 4 I want to study English because I know I can continue it. 5 but unfortunately in Iran in English institute they focus on Grammer rather than conversation. 6 I also has problem in conversation. 7 this problem occur because in Iran there is no chance we use second language. 8 just we use in English classes. 9 I think it could be better a class was designated to speak second language. 10 in that case we can develop our conversation.

Therefore, not only has this student rejected the topic, i.e. “*studying abroad*”, but he also developed a quietly different genre—a report genre.



#### 4.4.2.3.3 Third type of Rejection

A different kind of rejection was also detected in the pre-test text by HGS2. The following extract is an example of an embedded exemplum which was identified in his pre-test text:

*The first and the most important one can be trying to find better and higher scientific values. But sometimes it's different. For example in our country "Iran" many of university students choose to go to neighbour countries like Turkey because it's somehow easier to get acceptance rather than Iran universities. Although in the case of facilities and "global Ranking" their universities are much better than ours.*

This embedded exemplum is employed in a prototype discussion text-type similar to the English argumentative genre. Contrary to the features of embedded exemplum in English, this exemplum shows a different characteristic. Martin's (1992; 1994) work on text typologies and multi-generic texts led to the identification of different generic features including 'Macro-genre'. According to this distinction, the unmarked function of the embedded exemplum is to extend, elaborate or project a supporting statement. However, here while the argument is in the support of "studying abroad" as, "The first and the most important one can be trying to find better and higher scientific values", the inclusion of a clause before the exemplum, i.e. "But sometimes it's different" reflects back in shifting the topic. This shift in topic in turn reflects back in the embedded exemplum. At the opening of the exemplum, the author takes a negative stance towards Turkey's universities with an argument that it is rather easier to obtain acceptance. This stance refutes the position in the argument that the students are looking "for better and higher scientific values". Contrary to this stance, this position is also rejected by the proceeding assessment that Turkey's universities' qualities, facilities and global rankings are better in compared with Iran's universities. According to Xing et al. (2008), therefore, it can be argued circularity and the change of topic is at work here, too.

## **4.5 Writing Stage II (Exposition Text-type)**

The context for the exposition writing was the mid-term exam at the end of first cycle of teaching and learning. The exam took place both as a requirement recognised in the syllabus and as a final stage in the independent construction of text in the teaching and learning cycle. During this cycle, students exercised different stages of exposition writing in English such as Introduction, Body and Conclusion. The exercises followed from the general pattern introduced both in the materials and in the teaching and learning practices. For the exam, I introduced a set of questions which were familiar to the context. Students had to choose one question among the topics and develop their own texts. Interestingly, the majority of students had chosen the topic which had a familiar content to the one we practiced in the classroom during the teaching and learning cycles. The importance of field knowledge and its relationship with generic structures and GM deployment requires a separate investigation, which I shall refer later in the following chapters. However, after the completion of exposition genre, I collected the students' texts for the analysis. The key findings of the analysis fell into two major categories of "*conformity*" and "*non-conformity*" to the Sydney genre school. This was similar to the categories recognised in the students' pre-test texts.

### **4.5.1 Conformity to the Sydney genre school**

The analysis revealed that all nine texts have the basic structure to be classified as the English exposition text-types. It was assumed that probably the deployment of genre-based approach had an effect in enabling the students to produce texts which included at least the basic elements such as Orientation, Thesis, a series of arguments, etc. within the overall texts. For the detail analysis, I sub-classified these texts into finer categories, i.e. "*prototype exposition*" and "*prototype exposition with Macro-genre*". I shall explain them in the following sections, respectively.

#### **4.5.1.1 Prototype exposition**

In this study, the name "*prototype exposition*" is employed as an equivalent term for the type of exposition which is produced conventionally in the target English exposition text-type. Several students such as HGS1 and HGS3; MGS1; LGS2 and

LGS3 have successfully produced this type of exposition texts. Table 4.8 below is a sample of this type of text by LGS3.

**Table 4.8** An example of prototype exposition text by LGS3

Part	Functional Stages	Text
Introduction	<b>Identification</b>	<p><b>Para 1</b>  //1 Today some youngsters have the ambition of studying abroad. 2 They think that the quality of education in foreign countries are better than their own.  //3 Studying abroad has lots of advantages such as <u>acquirement of English language,</u> <u>acquisition of different culture and traditions,</u> <u>having lots of job opportunities</u> that will be discussed below.</p>
	<b>Thesis</b>	
	<b>Preview</b>	
Body	<b>Argument 1</b>	<p><b>Para 2</b>  //4 Firstly, we can acquire a good knowledge of English, and we can improve it by communicating with native speakers.</p>
	<b>Point elaborations</b>	<p>//5 For instance, when we want to go shopping, get a ticket and something like this, we had to speak English to say what we want, this could be one type of improving our English, bear in mind that all the people in foreign countries that we get in touch with them are our teacher, they help us to improve our English indirectly.</p>
	<b>Argument 2</b>	<p><b>Para 3</b>  //6 Secondly, we acquaint with different culture and traditions.</p>
	<b>Point elaborations</b>	<p>//7 So we have a good knowledge about different culture and traditions that could be very useful for us in the future, in addition, we can learn the language of the country that we live there, if the country was one of the non-English speaking country. 8 So it was considered a privilege of us because we know one extra languages.</p>
	<b>Conclusion</b>	
	<b>Argument 3</b>	<p><b>Para 4</b>  //9 Thirdly, we will have several place in different companies.</p>
	<b>Point elaborations</b>	<p>//10 We will be flooded with different job offers that await us when we will be graduated. 11 The reason that these people gravitate toward several company is they are qualified for that job, they get a lot of experiences while they are in foreign countries, and more importantly, having the ability to understand different culture that could be useful in market places.</p>

<b>Conclusion</b>	<b>Restatement of the position</b>	<b>Para 5</b> //12 Finally, studying abroad is a good choice that we shouldn't miss it. 13 As we know opportunities knocks but once.
	<b>Recommendation</b>	//14 We should seize the opportunity and make the most of it.

This student has successfully developed generic features in his exposition text which are compatible with most of these features in the conventional English exposition genre. The text has started with an 'identification of the issue' and is followed by a Thesis, preview, series of arguments in support of the thesis, and in the end, it is wrapped up with the statement of position and recommendation. The functional stages in the text are related from one point in the text to the next. For example, as it is indicated by the arrows in Table 4.8 above, the sequences of preview at the introduction has the same order throughout the text. The advantages of studying abroad such as the acquisition of English language, the acquaintance with different cultures and traditions and the prospective of better job opportunities are all traced from the preview to the arguments and their supporting point elaboration sections throughout the Body. The restatement of the issue also is another version of the Thesis which is flagged at the conclusion section. Therefore, in spite of some grammatical and language problems in this student's writing, the execution of generic structures are well in place and it has the same features in the English exposition genre.

Table 4.9 below is a sample from the middle group by MGS1 who has produced the *prototype exposition text*. The author developed three major generic structures of Introduction, Body and Conclusion. The functional stages are also connecting different parts of the text to each other. In the introduction, for instance, after giving a background to studying abroad as a recent phenomenon between young people and their parents and the parents' enthusiasm in providing the best education for their children by sending them to qualified institutions abroad, the author flags the Thesis that "*But this matter has some big problems for these young people.*" Throughout the Body of the text, she supports her Thesis with a series of arguments which weaken the value of studying abroad. A high level of financial burden, cultural differences and the brain-drain are some of the disadvantages of studying abroad which are developed in the support of her Thesis.

**Table 4.9** An example of prototype exposition text by MGS1

Part	Functional Stages	Text
Introduction	Identification	<p><b>Para 1</b>            /1 Studying abroad nowadays is one of the desires of young people in developing countries. 2 Sending the youths to foreign countries for continuing their higher education is accounted as one of aims of these youth's parents. 3 The talented youths aim high level of educational possibilities and progressive methods in order to gain higher degrees and experiences come back to their own countries to serve his countrymen. //4 But this matter has some big problems for these young people.</p>
	Thesis	
Body	Argument 1	<p><b>Para 2</b>            //5 One of the disadvantages of studying abroad is its extravagant expenses.</p>
	Point elaborations Conclusion	<p>//6 Expenses such as tuitions, expenses of transportation from home to university, therent of a house and expenses related to food. 7 Certainly these exorbitant costs are unbearable and difficult to pay for many of these gifted students.</p>
	Argument 2	<p><b>Para 3</b>            //8 Further more there is another big problem for studying in foreign countries that takes too time to be solved. 9 This is differences of culture between two contries.</p>
	Point elaborations	<p>//10 In other words, one who travel from own country will confront (come across) with some problems which need much time that this person can adopted himself/herself to the new condition specially if this person travel from muslem country to nonmuslem country and western countries, he will confront with double difficulties because the religion problem will be added to his/her problems.</p>
	Argument 3	<p><b>Para 4</b>            //11 But the important disadvantage of studying abroad which we can mention is that the people who have finished their complemental education in abroad, usually don't have tendency toward coming back to their own countries.</p>

	<p><b>Point elaborations</b></p> <p><b>Conclusion</b></p>	<p>/12 The researches show that half of these people want to say in abroad and work there. 13 Because the glitters of foreign country and also facilities that they use there, tempt them for staying there. 14 Of course this matter is very harmful for country's development that lose educated parsons.</p>
<p><b>Conclusion</b></p>	<p><b>Restatement of the position</b></p> <p><b>Suggestion</b></p>	<p><b>Para 5</b></p> <p>//15 So we can conclude that studying abroad include some numerous difficulties with itself and people who intend to travel to the foreign countries to continue their studying, should consider the whole sides of it and then do it.</p>

In the end, the restatement of the position, i.e. *“So we can conclude that studying abroad include some numerous difficulties with itself”* also connects with the Thesis at the Introduction. In this regard, this student along with three other students from high and low groups produced generic structures similar to the exposition genre in the English argumentative writing. Therefore, it can be concluded that the application of the genre-based pedagogy might have been a contributing factor in enhancing the students' consciousness for the successful deployment of these features in which they have maintained their arguments in more persuasive manner in comparison with their pre-test texts.

#### 4.5.2 Non-conformity to the Sydney genre school

There are some instances where the students deviated from the prototype text development. Two types of deviations were identified in the students' texts. The first type is the unfamiliar rhetorical feature of *“advice”* similar to what was identified in the students' pre-test texts. The second type is another unfamiliar rhetorical feature of *“rejection”*. I shall discuss these generic features in the following sections, respectively.

##### 4.5.2.1 An instance of offering advice

Among the analysed exposition texts, only HGS2 produced advice for an argument in his text. He is also the only one who developed his text not in the form of exposition text-type but as a discussion genre. This is while at this stage of teaching and learning

cycles I had not introduced this genre yet. The following is an extract from his text where he deploys advice for argument:

*So if you think that studying abroad is the right choice for you to find prosperity, when the impulse is there, no doubt, no second thinking, forget about laziness, don't hesitate, take the chance, risk it all and universe will open doors for you.*

According to the literature, this is a new rhetorical feature and it is not compatible with the generic structures identified in the prototype English argumentative genres. The author has deployed this rhetorical strategy after presenting a series of arguments on the advantages and disadvantages of studying abroad. However, this rhetorical strategy is neither compatible with the generic feature of argument nor it can be classified as restatement of the position. The deployment of this rhetorical structure is not compatible with the type of genre as well. The text is developed like a discussion text-type and at the beginning of the text and after background to the topic the author flags two contrasting ideas of this phenomenon—“*for*” and “*against*”. Therefore, according to the Sydney genre school convention, in the unmarked way of developing discussion genre the author needs to make a balance between the statement of issue and the arguments throughout the text. This is while even if we consider his deployment of rhetorical strategy of advice as the restatement of the position, it is not compatible with the way the author concludes his discussion text. The author only takes one side of the argument and emphasises on the importance of this opportunity, where he advises for taking this opportunity even if a risk is involved.

#### **4.5.2.2 Rejection**

The analysis indicated that two students such as MGS2 and MGS3 shifted away from the standard execution of generic structures in their exposition text-types. Two types of rejection similar to the pre-test writing were identified in their exposition texts. The first type is the rejection of the set up question, and the second type is the result of shift in the topic of argument and its reflection in the embedded exemplum. I shall cover them in the following sections.

#### 4.5.2.2.1 First type of Rejection

The analysis of exposition text by MGS3 indicated that some parts of her text conform to the prototype exposition genre identified in the Sydney genre school literature. However, in “*Conclusion*” and in “*the restatement of the position*” the author’s deployment of rhetorical features of “*rejection*” destroyed the overall functional structures. Table 4.10 below indicates the detailed analysis of exposition text by this student. In the introductory section, she stated that studying abroad is a good choice for students and she has supported it in the Thesis and a series of arguments in the Body. This stance is still maintained in the restatement of the position. Unexpectedly, however, she rejected her position by arguing that students are advised to think over on this issue and try not to take it without weighing. This type of text construction is not compatible with the conventional generic structures identified in the Sydney genre school and it is an indication of the interference by another system of meaning making.

**Table 4.10** An example of Rejection in the exposition text by MGS3

Part	Functional Stages	Text
Introduction	Identification Thesis Preview	<b>Para 1</b> /1 There are many students who are eager to continue their academic study in a reputed and well-known university. //2 For these students studying abroad is a good choice through which they can be subjected to several benefits.
Body	Argument 1	<b>Para 2</b> //3 Firstly, studying abroad can help students to broaden their horizons.
	Point elaborations	/4 Students who are studying abroad have a chance to meet different people and life styles which makes them to find the world wider than the thing they believed. 5 In addition their cross cultural skills are improved by being exposed to various ideas and making relationship with local communities.
	Argument 2	<b>Para 3</b> //6 Advancing academic career is another advantage of studying abroad.



	<b>Point elaborations</b>	//7 In fact, studying abroad can be an opportunity which helps students to improve their knowledge and get a qualified degree. 8 Being graduated from a well-known college or university can be a glamorous point in students' resume which makes them to be more acceptable in the view of employers.
	<b>Argument 3</b>	<b>Para 4</b> //9 Thirdly, studying abroad is a path for students to become matured enough.
	<b>Point elaborations</b>	//10 Learning the comfort of home and not having the support of family causes students to become self-dependent and learn to cope with difficulties in a proper manner. 11 In general living in a foreign country helps a students to build themselves in a stronger individual.
<b>Conclusion</b>	<b>Restatement of the position</b>	<b>Para 5</b> //12 In fact, although studying abroad is difficult, it is a rewarding process in which students take several advantages and gain a lot of experiences.
	<b>Rejection</b>	//13 However, it's better for students to consider all aspects of studying abroad and try do not seize this opportunity without weighing.

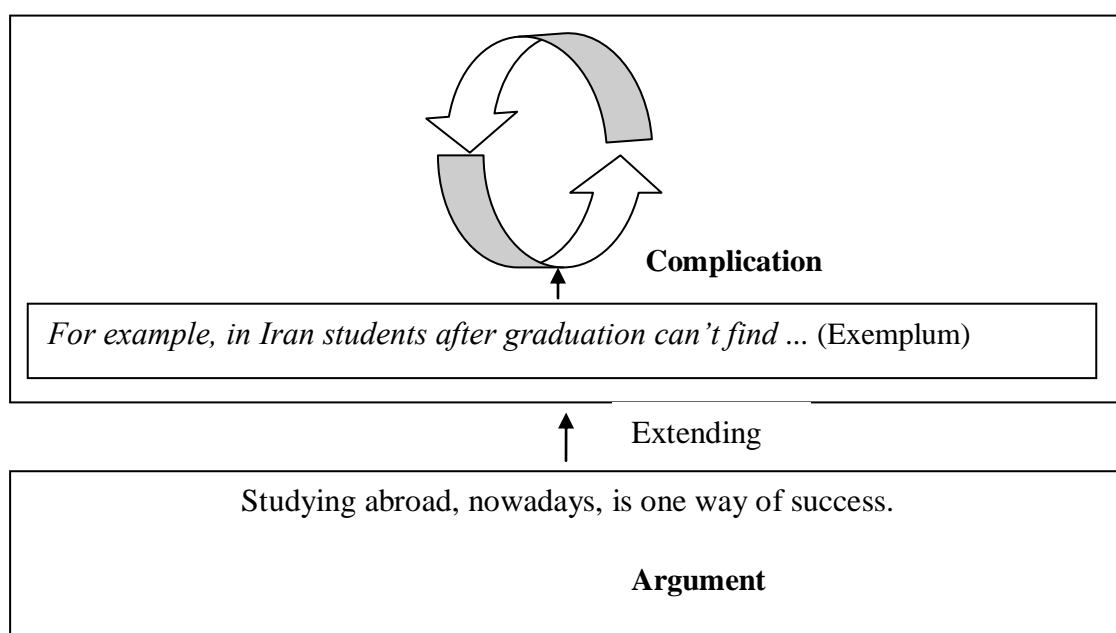
This is most probably the intervention of this student's mother tongue or SL and her cultural backgrounds in which people act conservatively, whereby coming up with a decision is not straight and it takes lots of considerations. As a member of this community, I can confirm that in my culture the abrupt and immediate decision is so rare, and as it is evident in this student's exposition text, even in the light of many arguments for the merits of studying abroad still she cautions on the consequences of taking this opportunity.

#### 4.5.2.2.2 Second type of Rejection

The analyses of exposition text by MGS2 revealed that there is another kind of "rejection" at this stage of teaching and learning cycle. Though she is the only student who has produced the embedded exemplum in her exposition text, the change in the topic of her argument resulted in a kind of embedded exemplum which is not in harmony with the argument structure. The following extract is the entire argument with the embedded exemplum from her exposition text:

*Secondly, by studying abroad they can increase their job opportunity during studying and after it. Working during studying help students to have more relationship with local communities and also it has economical benefits. Job opportunities after studying is increased. Because they have not had that much in their own countries. For example, in Iran students after graduation can't find any appropriate job that suit with their field in university like English majors find a job in Banks as a clerk.*

The analysis of generic structures in this text indicated that except the insertion of the unfamiliar rhetorical strategy of rejection in arguing for the value of “*studying abroad*”, this student deployed almost successful execution of these features in her text. As the extract indicates, after setting up her argument that, “*by studying abroad they can increase their job opportunity during studying and after it*”, and supporting this argument with some ideas, she shifted the topic to “*Because they have not had that much in their own countries.*” Though there are relationships between the two topics, the abrupt change of topic is contrary to the rhetorical features identified in the literature. This change in turn has reflected in the embedded exemplum, which is the description of job opportunities in Iran than an example of, for instance, someone who had prosperous chances of job choice as a result of studying abroad. The following figure indicates the complication in the typology of exposition genre as a result of the interference of the rhetorical feature of rejection in this student’s text.



**Figure 4.2 The complication in the typology of ‘Macro genre’ by MGS2**

According to Martin and Rose (2003), the embedded exemplum forms a ‘Macro genre’ which its function is within the type of exemplum and the genre in which it occurs. In the context of this student’s exposition text, however, the rejection of topic is ended with a different exemplum that is not in the direct correspondence with the argument. Therefore, its function is changed from the elaboration into the complication in the overall typological features of ‘the text.

#### **4.6 Writing context III (Discussion Text)**

Similar to the teaching and learning cycle in the exposition genre, the final term exam was allocated for producing the discussion text-type to assess the effect of the genre-based pedagogy in developing another argumentative genre. Similar to the exposition writing, I introduced a set of questions familiar to the context of the research, among which students had to choose one to develop their discussion texts. After the exam, the texts were collected for the analysis purposes. The overall analysis indicated that the texts from the three groups of can easily be matched with the English prototype discussion genre. However, there was an instance where one student shifted from the conventional way of text construction. Therefore, the analysis is divided into two sections of “*conformity*” and “*non-conformity*” structures.

##### **4.6.1 Conformity to the Sydney genre school**

In conformity to generic structures similar to the prototype discussion genre identified in the literature, three distinct categories of “*prototype discussion genre*”, “*an instance of macro genre*” and “*instances of the embedded exemplum*” are identified among the students’ texts. In the following sections, I shall explain each of these categories with a sample text analysis from the students’ discussion texts.

###### **4.6.1.1 Prototype Discussion genre**

Based on the analysis, the majority of students including HGS1 and HGS3; MGS2 and MGS3; and, LGS1, LGS2, and LGS3 have successfully developed their version of prototype discussion texts. The term “*prototype*” again is employed to refer to the conventional way of text construction in the English discussion genre. The sample text by HGS1 is presented in Table 4.11 below as an instance of this text-type.

**Table 4.11** An example of prototype discussion text by HGS1

Part	Functional Stages	Text
Introduction	<p><b>Identification</b></p> <p><b>Preview</b></p> <p><b>Statement of the position</b></p>	<p><b>Para 1</b></p> <p>/1Playing video games alter child’s behaviour. /2There are either positive and negative effects of video games on children. //3Violent game increase afraid, worried, suspicions behaviour in children and give them the idea that violent and aggressive behaviour are an acceptable way to deal with problems and conflict. 4 Playing violent video games increase under pressure and depression in children. 5 These factors caused children no to be successful in their education. 6 When children are in bad mood and have stresses, they cannot concentrate well to studying and fail in their education. 7 But there are some ideas that children can learn some skills by playing games. 8 some skills such as quick thinking, mapping memeory, hypothesis testing, estimating skills. 9 By playing games they can practice such skills that are not often in school curriculum.</p>
Body	<p><b>Argument “against” 1</b></p>	<p><b>Para 2</b></p> <p>//10 According to researchers failing in games decrease self-confidence of children and cause they do not believe their abilities and their own ideas.</p>
	<p><b>Argument “for” 1</b></p>	<p>//11 But wining the games increase their self-confidence that for solving problems just they can rely on themselves.</p>
	<p><b>Argument “for”2</b></p>	<p><b>Para 3</b></p> <p>//12 Playing video games in groups encourage children to participate in social situations and involve their ideas to group, but some children lose the chance of participating in social groups by playing game individually.</p>
	<p><b>Argument “against” 2</b></p>	<p><b>Para 4</b></p> <p>//13 According to health news, video games prevent children eating good and attract them to fast foods.</p>
	<p><b>Point elaborations</b></p>	<p>/14 Because the nutrition value of fast foods are les, the children cannot absorb the vitamins and proteins that is necessary for their body and face them with a lot of healthy problems.</p>
Conclusion	<p><b>Restatement of the Position</b></p>	<p><b>Para 5</b></p> <p>//15 We cannot say all of the video games have negative effects or positive effects on children. effects of it is mixture of them.</p>
	<p><b>Recommendation</b></p>	<p>/16 But the parent must help to their children, control their behaviour and also teach them to select best one’s.</p>

The text has started with the statement of the position that *“There are either positive and negative effects of video games on children”*. Following this, the author has given some background to this entertainment and presented some positive and negative views as the *“preview”* for her discussion. She extended her arguments to the Body section in the form of *“arguments for”* and *“arguments against”* similar to the discussion genre identified in the Sydney genre school literature. However, the sequence of these arguments is not in harmony with the issues raised in the preview. The issues which are highlighted in the preview are not directly explained, rather either they are only implied or another point is replaced. For example, the author raises the issue that *“Playing violent video games increase under pressure and depression in children”*. Later on, under the *“argument against”* she argues that *“According to researchers failing in games decrease self-confidence of children and cause they do not believe their abilities and their own ideas.”* There is no direct relationship between the preview and the argument and we can only infer an indirect relationship between children’s depression and their lack of confidence as a result of playing video games. In the end, the author makes a connection between the statements of the position in the Introduction with the restatement of the position in Conclusion. Therefore, this text can easily be classified under the prototype discussion genre.

#### **4.6.1.2 Instances of Macro genre**

Three students at the context of discussion writing have produced the embedded exemplum in their discussion texts. They are HGS2, MGS1, and MGS3 who have employed this rhetorical feature. The deployment of this feature by MGS1 justifies her positive assessment of playing video games by children. The following is an extract from her discussion text.

*Although there are arguments against video games, but some socialists and psychologist believe that these games help children to gain some social skills and they can develop their social behaviours. For example with playing games like Sherek children can learn some good behaviour from these game’s heroes that they can use them in their ordinary life.*

In this exemplum, the author takes some information for granted and refrains from describing the events in the exemplum—Shrek video game. The author only mentions the name of the game and moves directly to describe its behavioural influence on children. However, its function within her argumentative text is to elaborate on the author's argument that playing video games has positive aspect, too, in which children can learn some good behaviour.

This is while in the text by LGS3 a different strategy is deployed in the use of the embedded exemplum. The exemplum in this context is not related to his immediate contextual knowledge or his experiences of playing video games. The following is an extract from his discussion text.

*Those in favour of video games believe that some educational video games have positive effect on children. A lot of educational institutions make use of them. Educational video games work great and effective in teaching children various academic skills. They increase children's motivation, communication, alertness and so on. Most of American teachers have found some improvement in children's mathematics, spelling, speaking and etc. Some countries' government is pondering and rehearsing ways to integrate such games in their academic curriculum.*

After his emphasis on the educational video games, he reports collectively on the use of these games by some educational institutions. Following this description and arguing on the advantages of this brand of video games, the author presents an example from the American teachers' achievements in testing such games on a variety of school subjects such as mathematics, communication, etc. Finally, this description is related to some other countries other than America, whose aim is to include such games in their academic curriculum. Although the exemplum in this context is not fully-fledged developed, its function within the discussion genre still is to elaborate on the author's argument.

The discussion text by HGS2 has successfully developed the embedded exemplum. The analysis indicated that the embedded exemplum in this text has rather developed features. This exemplum has two parts and the following paragraph is the first part of it:

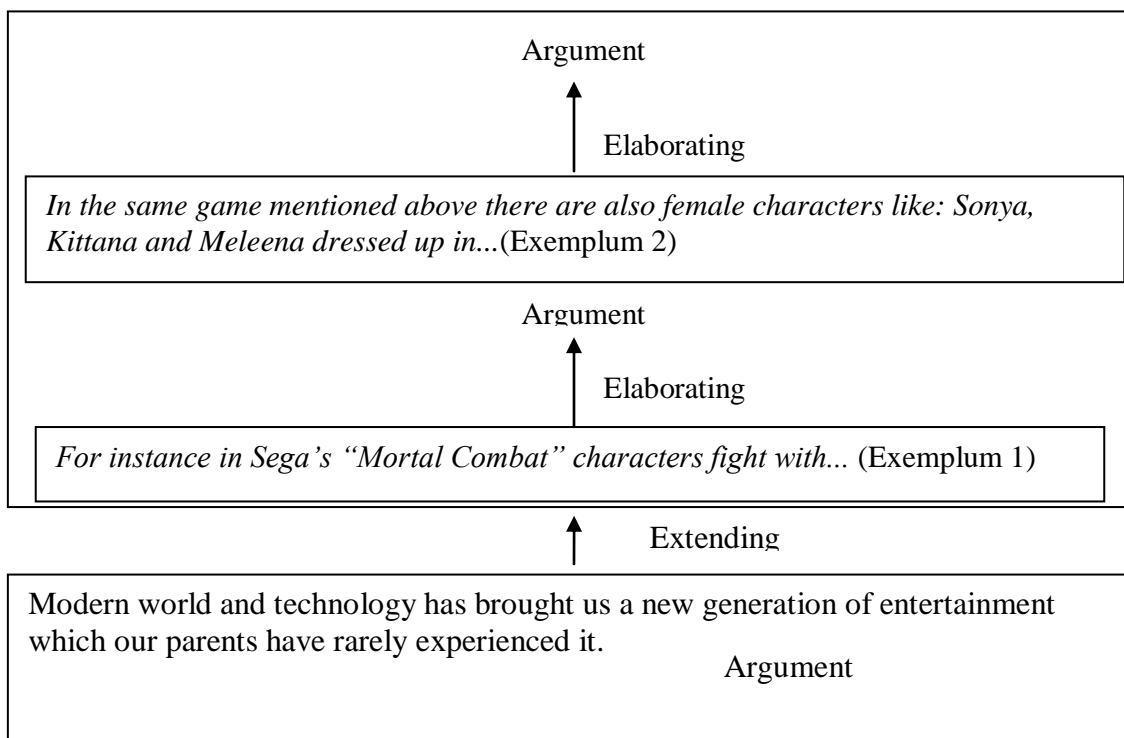
*For instance in Sega's "Mortal Combat" characters fight with each other in a dual mode and when one of them is defeated completely and he/she is ready to die, there is an end called "Finish him" that the defeated one is being killed in a very aggressive style like cutting head or slicing body into piece showing no sign of mercy.*

In this exemplum, the author has described violent scenes from a video game. The author has also appealed to his experience of playing video games and has commented on horrible and violent sceneries of this video game. However, it is not the descriptive dimension of these events that is related to his discussion text, but its function mounts in the elaboration of his argument against the use of video games by children. Though this is a small paragraph with a few lines, it forms the elaboration on his arguments within the text. Therefore, the author successfully utilises this tool to elaborate on his justification that children are under the hazardous effects of such games.

Furthermore, by addressing his local context preferences of dress-code the author exploits the same embedded exemplum and elaborates on his argument that such games may have other negative effects on children as well. Here he writes:

*In the same game mentioned above there are also female characters like: Sonya, Kittana and Meleena dressed up in a very unpleasant style which can be worse for young girls to copy them.*

Therefore, it can be argued that at this stage of writing course these students have developed a kind of consciousness which starts from the extending his arguments and includes the elaboration on their argumentation as well. This consciousness-raising which is probably the result of the application of the genre-based pedagogy relates the students' contextual knowledge to their cultural background by drawing on the related experiences in playing video games. The effective contextualisation of experiences by the use of embedded exemplum is no longer descriptive but the elaboration on the validity of arguments for or against playing video games by children. Figure 4.3 below shows the relationship between the application of the genre-based pedagogy and its possible effect on the exploitation of the embedded exemplum and the formation of 'Macro genre' by HGS2.



**Figure 4.3 A consciousness-raising impacts of the genre-based pedagogy in forming a Macro genre**

#### 4.6.2 Non-conformity to the Sydney genre school

At this stage of teaching and learning cycle, only one student identified who has diverted from generic structural model identified in the prototype discussion genre. He has deployed a rhetorical strategy of rejection at the end of his text similar to the pre-test and exposition text-types. Though the overall structure of the text comply with the generic structural models in the prototype discussion genre, at the end the writer has rejected his position once indicated at the opening of the text at the introduction. The following is an extract from the concluding section by LGS3:

*On the whole, video games are an undeniable part of modern life and surely we will see that the art of video games even will get better day by day.*

This student rejected his set up question about the merits and demerits of video games in the introduction. Instead of evaluating both the advantages and disadvantages of video games and only in the end taking a position on either side of the arguments, he



states straightforwardly only the adventurous part of playing video games in modern life. It sounds as if the author persuaded one sided argument and he has rejected the other side.

#### **4.7 Summary**

The analysis of three writing contexts indicated different values within a single group and across three writing contexts. The differences were investigated in terms of conformity and non-conformity to the Sydney genre school conventions. Accordingly, the texts were arranged from the pre-test to the exposition and discussion genre with the identification of three HGS, MGS and LGS. The analysis indicated that the number of students who produced the prototype structure developed from four in the pre-test to five in the exposition genre. Among them HGS3, LGS1, and LGS3 who had developed non-conformity genre staging in their pre-test texts, they shifted to the conformity model identified in the literature. As discussed in details, the shift in the students' texts was along with the addition of developed textual structures such as 'Macro genre' for argument, embedded exemplum, persuasive language features such as GM and logical reasoning. The comparison between the pre-test, exposition genres with the discussion text-type indicated that except one student all of the students developed conformity structure to the Sydney genre school convention.

The overall findings across 27 texts are shown in terms of conformity and non-conformity to the generic structures in the following table. The letter "C" stands for conformity and the letters [NC] in the brackets for non-conformity where they were deployed in the relevant cell.

**Table 4.12** Conformity and non-conformity to generic structure in students' texts

Student	Pre-test	Exposition	Discussion
HGS1	C	C	C
HGS2	C	[NC]	[NC]
HGS3	[NC]	C	C
MGS1	C	C	C
MGS2	[NC]	[NC]	C
MGS3	[NC]	[NC]	C
LGS1	[NC]	C	C
LGS2	C	C	C
LGS3	[NC]	C	C

Apart from the conformity structures to the identified structures in the Sydney genre school, there were also instances where the students deviated from the prototype construction of genres. However, it was found that the non-conformity is still at work and it interferes in the students' writing. A close analysis of these rhetorical features indicated that the major interference in the process of meaning making is related to an unfamiliar rhetorical feature of “*a cyclic way approach*”. The analysis showed that this rhetorical feature takes on different forms. It acts both positively and negatively in writing process of Iranian EFL students' argumentative texts. In positive form, this rhetorical feature is associated with the “*discussion genres*” or the “*embedded exemplum*” in the students' pre-test texts prior to the teaching and learning cycles. In negative form, it involves unfamiliar rhetorical features such as “*rejections*” and “*advice*”. The result of analyses indicated that the negative impact of this system disappears as we moved from the pre-test to the exposition and discussion genres so that in the discussion texts there is only one student who had deployed the rhetorical strategy of “*rejection*” in his text—HGS2.

Generally speaking, it seems defensible to argue that there is a kind of correlation between the deployment of the genre-based pedagogy and the continuous improvement of students' consciousness in appropriate exploitation of the generic structures from the pre-test to the exposition and discussion genres. This development was along with the improvement in the communicative functionalities of other non-conforming texts as well.

The focus in this chapter has only been on consciousness-raising influence of the genre-based pedagogy in the effective exploitation of generic structures in the construction of argumentative texts. In the following chapter, I shall look at GM progression throughout the students' texts at the level of lexico-grammar, which in SFL is defined as a source of consciousness. The relationship between GM and the application of the genre-based pedagogy will be covered in the concluding chapter.

## **CHAPTER 5**

### **Exploring consciousness raising influence of a genre-based pedagogy on GM deployment (1)**

#### **5.1 Introduction**

This chapter explores the development of GM across the three writing contexts in the students' texts. Here the focus has been on the development of GM at the paradigmatic level. The aim is to find the extent to which the genre-based pedagogy has been helpful in the development of this vital feature of academic writing across the nine students' texts. In chapter four, we explored the possible impact of this pedagogy in broadening the students' consciousness by means of appropriate deployment of generic structures from the pre-test to the post-test texts. The analysis also indicated major improvements in the students' post-test texts, wherein the students' consciousness was developed in appropriate deployment of these features in the exposition and discussion texts. However, in exploring the possible role of this pedagogy in enhancing the students' writing, in this chapter we took a step forward to investigate the development of GM by means of its frequencies and patterns across the three writing contexts, which in SFL is defined as the source of consciousness (Halliday 1985, 1994; Halliday and Matthiessen 2004, 2006; Ravelli 1985, 1999).

As discussed in the theoretical background in chapter two, GM is a vital feature in science and academic writing and accordingly it was hypothesised that the students' ability in recruiting nominalisation would be one sign of development. Throughout the application of the genre-based pedagogy in this study, GM has been taught explicitly to bring it to the students' consciousness at some points through the process of modelling texts that was discussed in the methodology in chapter 3. This was assumed that such a pedagogical arrangement may reflect Halliday and Matthiessen's (2006) notion of 'internal complementarities', in which GM creates the systems of options at the level of language with 'external complementarities' in registers or genres at the level of context, both qualitatively and quantitatively. In this chapter the aim is to explore whether there is a statistical correlation in the deployment of these resources with generic structures. In the case of significant development it is possible to postulate that partly this pedagogy has played a role. I

shall discuss this relationship further below at the metaphorical processes construed as Things. The qualitative investigation will also be discussed in the next chapter.

Since it is by reference to group-based trends that enable us to make a better correlation between the pedagogy and its literacy outcomes, similar to the last chapter, twenty seven texts from nine students, i.e. three students for HGS, MGS and LGS formed the corpus of texts. The analysis focused on both the individuals' texts and any emerging pattern across different groups from the overall students' writing.

Throughout the discussion in the theoretical background it was found that there are two categorisations of GM in the English language, one is introduced by Halliday (1998a) and developed by Halliday and Matthiessen (2006), and the other is introduced by Ravelli (1985, 1999). The importance of these categorisations is the extension of the domain of GM from the previously identified origin of verbal to nominal group by Halliday (1976) and other prominent linguists to other resources. In Halliday's (1998) and Ravelli's (1985, 1999) categorisations, the investigation of GM has taken place from broader perspectives of semogenetic and contextual domains. I shall discuss the similarities and differences between these two categorisations accordingly. However, for the purpose of this study, I based the analysis on Ravelli's (1985, 1999) categorisations. For this end and following the procedures in the methodology chapter, the students' texts were analysed from nineteen general types of GM. Ravelli (1985, 1999) has divided the types of metaphors into 'Macro' and 'Micro' categories as well. I shall discuss these concepts in the related sections.

## **5.2 Overview of key findings**

### **5.2.1 GM and its frequencies across three texts**

A trend was observed by which the analysis of the whole categories of GM across the three texts of HGS, MGS, and LGS indicated a constant increase in the number of nominalisations from the pre-test to their post-test texts. Only in two categories of 3c, i.e. from Adverb to Nominal group and 4a, i.e. Modal adverb to Adjective there has been a slight decline from the exposition to the discussion texts which this number is still higher from the figures observed in their pre-test texts. This finding along with a qualitative support from the next chapter provided the conclusion that there has been

improvement in the deployment of these resources. There are many evidences in the students' early texts that in spite of high frequency of nominalisations there are missed opportunities for producing coherent and cohesive texts which resulted in disjointed piece of writing but with the eye-catching proportion of nominalisations.

### **5.2.2 Rate and accuracy of GM**

The rate of nominalisation per the number of clauses in running texts revealed that the nominalisation of processes, ranking or embedded clauses and a shift from the prepositional phrases to Adjectives are the major kinds of GM in the students' texts. This is while there are some evidences across the students' texts which show that the students employed unidiomatic expressions in making nominalisation. These expressions are mostly observed with unidiomatic pre-modifiers and head-nouns or post-positioning modifiers similar to the process of nominalisation in the students' mother tongue, which is in contrast with the nominalisation in the English language. For the sake of accuracy, I excluded them as non-metaphorical expressions. However, because the nominalisation of processes was identified with the highest proportion among the three higher rate categories of GM, a finer analysis and accordingly a special focus was paid for the progression of its subcategories across the students' texts.

### **5.2.3 Trends and rates in the nominalisation of processes**

A trend was observed in the number of nominalisation of processes by which the whole subcategories were increased substantially from the students' early texts towards their post-test works. All subcategories of this type of nominalisation indicated a linear progression from the pre-test to the exposition and discussion texts across the three HGS, MGS, and LGS. However, the proportion of each subcategory of nominalisation revealed different patterns across the three genres per the total number of nominalisation in running texts.

### **5.2.4 Trends and rates in complex processes construed as Things**

In order to investigate the major kind of metaphorical move in the ideational base, i.e. a move from the congruent processes to the metaphorical processes construed as

Things a finer analysis was carried out. Similar to the trend observed in the nominalisation of processes, the number of complex processes construed as Things were dramatically increased in the students' post-test writing. It was observed that the material processes construed as Things have the highest number among other metaphorical processes. The proportion of each subcategory of complex processes construed as Things per the total number of nominalisations in running text is shown interesting patterns across the students' texts in HGS, MGS, and LGS. The statistical findings in this section proved that this is the metaphorical re-construal as Things which creates the system of indeterminacy which is largely in harmony with the genre variations on the one hand and it is the source of linguistic consciousness in regarding the concepts as Things on the other. Therefore, it is possible to draw the conclusions that in the context of statistical analysis of GM the 'internal complementarities', i.e. metaphorical processes construed as Things stand largely parallel with the 'external complementarities', i.e. genre variation. That is to say, the quantitative analysis indicated that the genre-based pedagogy might be partly responsible for the development of students' consciousness in deploying complex processes construed as Things from their congruent processes with conscious human actor to their unconscious metaphorical counterparts.

### **5.3 Findings in detail**

#### **5.3.1 An overview of the semogenetic and contextual categorisation of GM**

The transitivity analysis in English language indicated that a metaphorical expression in the ideational base involves two kinds of grammatical movement, i.e. 'one in rank, the other in structural configuration' (Halliday 1998:192). On the basis of these grammatical movements, the ideational grammatical metaphor has been classified from two perspectives. Firstly, the ideational metaphor is categorised according to the down-ranking grammatical movement. The down-ranking movement ends in three groups of ideational grammatical metaphor which metaphorically realise semantic units of sequence, figure and element (Halliday and Matthiessen 2004, 2006). Secondly, the ideational grammatical metaphor is classified on the basis of the metaphoric shifts from one semantic element to another. From this perspective, two models of categorisation are developed by Ravelli (1985, 1999) and Halliday (1998a). In the following sections, I shall briefly discuss these two models with regard to their similarities and differences.

### 5.3.2 A comparison between two categorisations of GM in English language

Ravelli (1985, 1999:57) employed Halliday's (1976) notion of register with a particular focus on the mode of discourse on the development of GM. In so doing, she found that there is a direct relationship between the lexical density and GM in her selected English texts. As we discussed in the theoretical background in chapter three, in order to classify these metaphors Ravelli (1985, 1999) chose Halliday's (1985) definition of GM in which the congruent meaning is regarded as a base and the metaphorical forms as different realisations of this meaning. In spite of inherent problems of this definition including the substitution of the system of choice, which takes place in higher stratum and it is accessible to human consciousness only to the contextual probabilities, i.e. mode of discourse, Ravelli (1985, 1999) succeeded in overcoming this hurdle by two things: making model from Fawcett's (1980) congruent network and developing her network system.

At that time the syntagmatic aspect of GM was not developed and only Ravelli (1985, 1999) investigated this aspect of her texts by the quantification of 'syntagmatic plurality' of GM, which I shall explain later in this chapter. In making any quantitative generalisation about GM, she chose Fawcett's (1980) congruent network and identified GM as a feature in this network. In so doing, she found as a way to explain the recursive nature of GM, i.e. congruent and metaphoric. Because this model also relies on speaker/writer knowledge instead on the contextual probabilities, it was essential to develop a new network based on these probabilities. Therefore, Ravelli (1985, 1999) introduced her network system based on semantic elements which was under the influence of mode of discourse. For labelling this elemental move in the semantics, she appealed to the traditional grammatical categories such as participants, processes and circumstances as a realisation at the level of lexico-grammar. Though there is redundancy in her system network, where it is necessary to make double statement for each semantic category, it is still useful for describing common meaning behind different realisations and showing that two forms are not entirely synonymous. Therefore, Ravelli (1985, 1999) successfully explained the relationship between the mode of discourse and her selected texts through the inherent probabilities in the mode. For example, she claimed that if a certain realisation such as a process meaning as a process is an unmarked realisation for a specific register, the



metaphorical realisation might be an unmarked realisation for another one. The following table sets up Ravelli's (1985, 1999:58) categorisations of GM in English language.

**Table 5.1** Ravelli's (1985, 1999) categorisation of GM

No	Congruent realisation	Metaphorical realisation
1a material process	Verbal group	Thing/Nominal group
1b mental process	Verbal group	Thing/Nominal group
1c relational process	Verbal group	Thing/Nominal group
1d verbal process	Verbal group	Thing/Nominal group
1e behavioural process	Verbal group	Thing/Nominal group
2 process	Verbal group	Epithet, Classifier, Adjective
3a quality of a Thing	Adjective	Thing/Nominal group
3b quality of a process	Adverb	Epithet, Classifier, Adjective
3c quality of a process	Adverb	Thing/Nominal group
4a modality	Modal adverb	Epithet, Adjective
4b modality, modulation	Adjective, passive verb	Thing/Nominal group
5a logical connection	Conjunction	Thing/Nominal group
5b logical connection	Conjunction	Process/Verbal group
6 circumstance	Prep .Phrase	Process/Verbal group
7a participant	Nominal group	Classifier/Adjective
7b participant	Nominal group	Thing/Nominal group
8a expansion	Ranking clause	Embedded clause/Relative/Act
8b projection	Ranking clause	Embedded clause/Fact
9 circumstance	Prepositional clause	Epithet, Classifier, adjective

The above table indicates nine major types of GM in English language, wherein most of the items have subcategories. In type one, for instance, the material, mental, verbal and behavioural processes are recognised as subcategories of the verbal group in English language. This trend in Ravelli's (1985, 1999) framework classifies the ideational GM into nineteen general types. Although Ravelli (1985, 1999) classified all these items under the ideational GM, she exempted types 4a and 4b in her analysis of English texts. Ravelli (1988) argues that they cross-over from the ideational and involve the interpersonal GM as well. Therefore, she claims that for full investigation they worth to be investigated in a separate study. In this study, too, we will not deal fully with this aspect of GM for it is out of the scope of this study. In this regard, following Ravelli (1985, 1999) I analysed the students' texts in accordance with the classification presented in Table 5.1 above.

Unlike Ravelli (1985, 1999), Halliday's (1998) model employs a different base for categorising the ideational GM. In this model the criterion is based on the metaphoric moves between the semantic elements. Accordingly, as a result of these movements, 11 major GM out of 13 categories are recognised, which correspond with 11 possible shifts. These shifts occur between five semantic elements which have congruent forms and two minor GM categories without such a correspondence. However, in spite of the fact that Halliday's (1998) framework is concerned with a different dimension of GM development, it shares fundamental similarities with the categorisation developed by Ravelli (1985, 1999). This is because the two models classify the ideational GM from the same perspective, i.e. the semantic shift between the elements. Table 5.2 below summarises Halliday's (1998) categorisation of the ideational GM.

**Table 5.2** Halliday's (1998) categorisation of GM

No.	Congruent	Metaphorical	Grammatical class shift
1	Quality	Thing	Adjective to noun
2	Process	Thing	Verb to noun
3	Circumstance	Thing	Prepositional phrase to noun
4	Relator	Thing	Conjunction to noun
5	Process	Quality	Verb to adjective
6	Circumstance	Quality	Adverb/prep .phrase to adjective
7	Relator	Quality	Conjunction to adjective
8	Circumstance	Process	Prepositional phrase to verb
9	Relator	Process	Conjunction to verb
10	Relator	Circumstance	Conjunction to prepositional phrase
11	No congruent form	Entity	Noun
12	No congruent form	Process	Verb
13	Thing	Expansion of thing	Noun

There are also some differences between Ravelli's (1985, 1999) and Halliday's (1998) framework. For instance, types 8a and 8b in Ravelli's (1985, 1999) framework are absent in Halliday's (1998) model. Similarly, out of 13 types recognised in Halliday (1998a), types 7, 10, 11 and 12 do not have a correspondence in Ravelli's (1985, 1999) model. The differences are basically due to the basis in which each framework classifies some elements as metaphoric and some as non-metaphoric. For example, Ravelli (1985, 1999) excludes certain instances of GM such as the 'frozen', the

‘general’, the ‘taxonomies’ and the ‘technical’ items from her categorisation, whereas the ‘frozen’ and the ‘general’ are recognised as grammatical categories 11 and 12 in Halliday’s (1998) framework. However, following Ravelli’s (1985, 1999) categorisation of GM in English language, in this study I have also exempted the above mentioned categories as non-metaphorical in the analysis of students’ texts. Due to peculiarities of the context of this study, I have also found some nominalised expressions as non-metaphorical across the students’ texts. As discussed in the previous chapter, the source of these expressions is from the students’ mother tongue which interferes in the process of making meaning. Therefore, I excluded these expressions as another non-metaphorical element and dubbed them as unidiomatic expressions. Table 5.3 below is the list of these items in the students’ texts. The numbers within the parentheses show the frequencies of the expressions.

**Table 5.3** Items excluded as non-metaphorical in the analysis of twenty-seven texts

<b>Frozen</b>	fast food (2)
<b>General</b>	freedom (2)—situation(7)—case—condition (2)—architecture-- Knowledge (2)
<b>Taxonomic</b>	welfare (2)—government (2)—institutions (2)—organization
<b>Technical</b>	RSI
<b>The Overall Unidiomatic Metaphorical Expressions Across Three Genres</b>	issue (redundant)--education (instead educational)--their major of studies--their level of lifeness--material guarantees--underpressure-- nutrition (nutritious) value--quick thinking--estimating skills--effects of it-- education system--overdose--overspent--a never ending approach-- expenses related to food--expenses of transportation—harmful aspects-- the pressure of winning--more activity—studies charges—life expensis-- academic education system--in case of experiences--education system-- motivation factors--children improvement many aspects of their life--a limited kinds (2)—way of thinking—way of living (2)—the different ways of thinking—wearing clothes—depressing--in children training and education—homesickness--with difficulties of financial--barrier of language--acquirement of English language.

Table 5.4 below is the thorough comparison between the two frameworks of GM. Yang (2008) compared these categorisations for his typological investigation of GM between Chinese and English, and he selected Halliday’s (1998) categorisations for the purpose of his study. I also found this comparison useful because not only it indicates the commonalities and differences between the elemental metaphors; it also clarifies the structural configuration which is based on the taxonomy of the type of

elemental Things. In this section the focus has been on the quantitative aspect only and the aim is to find any possible complementarities between the elemental metaphor and gene at the level of context. The comparison, however, indicates that some instances recognised by Halliday (1998a) have more than one realisation in Ravelli's (1985, 1999) model. For example, the types 1, 6 and 13 in Halliday's (1998) model have more equivalence in Ravelli's (1985/1999) framework. The type 1 is categorised as the types 3a and 4b; the type 6 is categorised as 3b, 4a, and 9; and the type 13 is categorised as 7a and 7b in Ravelli's (1985, 1999) model, respectively. Though the two models represent many similarities, the repetition of some categories as different realisations in Ravelli's (1985, 1999) framework exhibits extra choices for which different labels are employed. This is while in Halliday's (1998) model the different types of metaphors are not the immediate concern for the identification of metaphoric move.

**Table 5.4** A comparison between Halliday's (1998) and Ravelli's (1985) model

Ravelli's (1985) model			Halliday's (1998) model		
Type	Congruent	Metaphorical	Type	Congruent	Metaphorical
1a-1e	Verbal group	Nominal group	2	Process	Thing
3a	Adjective	Nominal group	1	Quality	Thing
3b	Adverb	Adjective	6	Circumstance	Quality
3c	Adverb	Nominal group	3	Circumstance	Thing
4a	Modal adverb	Adjective	6	Circumstance	Quality
4b	Adjective	Nominal group	1	Quality	Thing
5a	Conjunction	Nominal group	4	Relator	Thing
5b	Conjunction	Verbal group	9	Relator	Process
6	Prep .Phrase	Verbal group	8	Circumstance	Process
7a	Nominal group	Adjective	13	Thing	Quality
7b	Nominal group	Nominal group	13	Thing	Quality
9	Prep .Phrase	Adjective	6	Circumstance	Quality

Ravelli's (1985, 1999) framework is based on the role of contextual impacts that lead to GM deployment. Therefore, in adopting this framework the general extent of GM deployment will be shown across the students' texts. Following Ravelli (1985, 1999), I shall also calculate the ratio of the total number of GM instances to the total number of clauses in the students' texts. The next section is the detailed analysis of students' texts.

### 5.3.3 Analyses and the discussion of contextual categorisation of GM

Ravelli (1985, 1999) classified the ideational grammatical metaphor under two subdivisions of ‘Macro’ and ‘Micro’ metaphors. The Macro level metaphors are syntagmatically interdependent and their metaphorical impact is shared with other processes. Therefore, as Ravelli (1985, 1999) argues, they form ‘syntagmatic plurality’. The Micro level metaphors have no metaphorical impact on other processes and they are syntagmatically independent. According to Ravelli (1985, 1999), they form ‘paradigmatic plurality’. In order to illustrate these divisions, an extract is presented by HGS2’s pre-test text below in which both ‘syntagmatic plurality’ and ‘paradigmatic plurality’ is highlighted. The Micro metaphor is shown by a broken underline and the Macro metaphors are indicated by a solid underline. The embedded clause is shown by brackets.

.... there is a considerable/ tendency for [[studying abroad]]

This clause starts with pre-modifiers including Deictic, i.e. “a”; Classifier, i.e. “considerable”; Head-noun, i.e. “tendency” and a qualifier, i.e. “studying abroad”. Following this way of classification, Ravelli (1985, 1999) calculated the overall number of nominalisation for each running clause and beyond for each text. For instance, in the example above there is one Macro and one Micro metaphor.

However, a detailed analysis of GM deployment across the students’ texts is carried out according to Ravelli’s (1985, 1999) categorisation at different stages of writing course from the pre-test to the exposition and discussion genres. Among the nine major types of GM recognised in Ravelli’s (1985, 1999) categorisations, there are three categories which indicate higher proportions over the course of the application of the genre-based pedagogy in the students’ texts. The identified categories are number 1, 8a and 9.

The highest proportion of GM deployment has taken place in the category type 1. The value is increased from 57% to 70% and 87% across the three texts. The second highest percentage is in the type 8a category. The value in this type is increased from 31% in the pre-test to 52% in the exposition and it is declined to 39% per the number of clauses in running discussion texts. The third highest category is the type 9. In this

category the value is climbed from 15% in the pre-test to 28% and 30% in the exposition and discussion texts, respectively. Therefore, the findings can be classified into three categories. First, the analysis in the context of this study once again proved Halliday's (1985, 1994), Halliday and Matthiessen's (2004, 2006) and Ravelli's (1985, 1999, 2003) findings that the major GM deployment is related to the shift from the verbal to nominal group, i.e. type 1. Second, there are fluctuations in the deployment of some subcategories of nominalisation from the pre-test to the exposition and discussion texts. This trend suggests possible contextual probabilities specific to the context of this study. Their investigations require a comprehensive study of its own which is out of the scope of this study. Third, it is possible to postulate that Ravelli's (1985, 1999) contextual categorisation of GM is an efficient tool for codifying further features of metaphoric language under different contexts. The findings are set in a tabular form below.

**Table 5.5** Trends in the deployment of GM across the three texts

Type and categories of GM		Pre-test Total clause (119)		Exposition Total clause (244)		Discussion Total clause (311)	
Type	G.M. categories	G.M. numbers	G.M./ Clause	G.M. numbers	G.M./ Clause	G.M. numbers	G.M./ Clause
1a-1e	Verbal group- Nominal group	68	0.57	170	0.70	270	0.87
2	Verbal group- Adjective	2	0.02	2	0.00	5	0.02
3a	Adjective-nominal group	3	0.02	7	0.03	35	0.11
3b	Adverb- Adjective	0	0.00	5	0.02	17	0.05
3c	Adverb-nominal group	10	0.08	31	0.12	13	0.04
4a	Modal adverb- Adjective	3	0.02	4	0.01	6	0.01
4b	Adjective- Nominal group	0	0.00	6	0.02	5	0.01
5a	Conjunction- Nominal group	3	0.02	5	0.02	18	0.05
5b	Conjunction- Nominal group	1	0.00	3	0.01	4	0.01
6	Prep. Phrase-Verbal group	0	0	8	0.03	12	0.03
7a	Nominal group-Adjective	2	0.01	8	0.03	23	0.07
7b	Nominal group- Nominal group	0	0	0	0	0	0
8a	Ranking clause—Embedded clause	37	0.31	128	0.52	122	0.39
8b	Ranking clause—Embedded clause	0	0	1	0.00	0	0
9	Prep .Phrase- Adjective	19	0.15	69	0.28	94	0.30

However, since the nominalisation of processes is the major kind of metaphorical deployment in the students' texts, in the next section I shall explore the general patterns and the proportion of each subcategory of verbal group to nominal group per running students' text across the three genres. The aim is to see to what extent this analysis help to make generalisation across the students' texts.

### **5.3.4 The analysis of the shift from verbal to nominal group in students' texts**

This section provides an overview of a quantitative analysis of the shift from verbal to nominal group in the students' texts, which are developed at different contexts of writing. A rigorous statistical analysis of nominalisation and its subtypes at different contexts of writing such as the pre-test, exposition and discussion genres were calculated to reveal the possible impacts of the genre-based pedagogy in the development of these nominalisations across the students' texts. For the purpose of representation, a sample of one student's texts from the three HGS, MGS, and LGS will be presented.

In English language, there are different types of nominalisations. In this study the identified subcategories of nominalisation are Marked Nominalisation, Verbal Nouns, Non-morphologically Marked Nominalisation, Nominalisation in Pre-modifiers, Nominalisation in Post-modifiers, Nominalisation in Theme and Nominalisation in Rheme. As a first step, I shall compare the average rate of these nominalisations per total number of nominalisation in running texts.

#### **5.3.4.1 The average rate of Marked Nominalisation across three texts**

The analysis of Marked Nominalisation (MN) as a subcategory of nominalisation of processes revealed different trends across the three students' texts. As outlined in the methodology chapter, the students were selected from HGS, MGS, and LGS and the average rate is calculated against the total number of clause-complexes in running texts. For example, the average rate of MN for HGS1 and MGS1 are soared from 0.50% and 0.66% in the pre-test to 1.00% and 0.75% in the exposition texts, whereby it was observed that the same value for LGS1 is decreased from 0.87% to 0.78% and 0.66% across the three texts, respectively. This is while the average rate of MN from the exposition to the discussion texts indicated a



gradual increase in MGS1, the same rate decrease in HGS1 and LGS1. The findings are presented in the tabular form below.

**Table 5.6** Statistics for Marked Nominalisation

Student	<i>Marked Nominalisations as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.50%	1.00%	0.33%
MGS1	0.66%	0.75%	0.79%
LGS1	0.87%	0.78%	0.66%

There is no common trend among the three students' texts. Each student deployed different proportion of MN from the pre-test to exposition and discussion text. For example, HGS1 increased the proportion of MN from the pre-test to the exposition text almost by 0.50 percents and reduced almost by 0.27 percents in the discussion text. As it can be observed, the proportion of deployment is different for MGS1 and LGS1.

#### 5.3.4.2 The average rate of Verbal Nouns across three texts

A related but different pattern was observed in the proportion of Verbal Nouns (VN) in the students' texts. The average proportion of VN for HGS1 and LGS1 are increased from the pre-test to the exposition texts, while in MGS1 this average has declined from 0.50% to 0.37% across the same text types. However, the average rate of VN in HGS1 increased from the exposition to the discussion texts, whereas this average was declined for MGS1 and LGS1 across the same text types. The findings are set out in the following table.

**Table 5.7** Statistics for Verbal Nouns

Student	<i>Verbal Nouns as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.00%	0.14%	0.77%
MGS1	0.50%	0.37%	0.25%
LGS1	0.37%	0.85%	0.22%

#### 5.3.4.3 The average rate of Non-morphologically Marked Nominalisation across three texts

In the subcategory of None Morphologically Marked Nominalisation (NMMN) a similar trend was observed across the three students' texts. It was found that the average rate of

NMMN is increased in MGS1 and LGS1 from the pre-test to the exposition texts. This is while the average rate of this subcategory in HGS1 is decreased from 1.25% in the pre-test to 0.42% in the exposition text. Interestingly, however, the average rate of NMMN is mounted in all the three students' texts from the exposition to the discussion texts. Table 5.8 below summarises the values observed throughout the texts.

**Table 5.8** Statistics for Non-morphologically Marked Nominalisation

Student	<i>Non-morphologically Marked Nominalisation as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	1.25%	0.42%	1.83%
MGS1	0.33%	0.93%	1.20%
LGS1	0.62%	0.85%	1.55%

#### 5.3.4.4 The average rate of Nominalisation in Pre-modifiers across three texts

In this study, the proportion of Nominalisation in Pre-modifiers (NPRM) is identified as another criterion for estimating the development of nominalisation in the students' texts. Statistically, it was observed that the proportion of NPRM is largely decreased in HGS1 and MGS1 from the pre-test to the exposition texts. In the former, the average rate is decreased from 0.25% to 0.14% and in the latter it slide down from 0.66% to 0.62%, respectively. Contrary to HGS1 and MGS1, LGS1 indicated a sharp increase from 0.37% to 0.71% from the pre-test to the exposition text, and a rather sharp decline from the exposition to the discussion genre. The values are presented in the table below.

**Table 5.9** Statistics for Nominalisation in Pre-modifiers

Student	<i>Nominalisation in Pre-modifiers as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.25%	0.14%	0.83%
MGS1	0.66%	0.62%	0.54%
LGS1	0.37%	0.71%	0.00%

### 5.3.4.5 The average rate of Nominalisation in Post-modifiers across three texts

It was observed that the subcategory of Nominalisation as Post-modifiers (NPOM) have miscellaneous patterns across the three texts. While the proportion of NPOM is developed for the three students from the pre-test to the exposition texts, the value is decreased in MGS1 and LGS1 from the exposition to the discussion genres. However, it was observed that the average rate of NPOM is increased across the same text types in HGS1. The following table sets up the proportions for this subcategory of nominalisation.

**Table 5.10** Statistics for Nominalisation in Post-modifiers

Student	<i>Nominalisation in Post-modifiers as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.25%	0.57%	0.83%
MGS1	0.00%	0.56%	0.25%
LGS1	0.00%	0.57%	0.50%

Since the proportions of NPRM is closely related to the proportion of NPOM, in the following sections it will be discussed that the change in the proportion of nominalisation either in the pre-modifier or the post-modifier positions has also the textual consequences such as the information structure and the organisation of the message.

### 5.3.4.6 The average rate of Nominalisation in Theme across three texts

The proportion of Nominalisation in Theme (NT) as another index for estimating the development of nominalisation in the students' texts revealed more or less similar pattern in comparison with the discussed items. The average proportion of NT in HGS1 is substantially declined from 0.75% in the pre-test to 0.14% in the exposition text. This proportion is largely increased in MGS1 and LGS1 from 0.00% to 1.00% and from 0.62% to 1.42% across the same text types, respectively. It was also observed that in HGS1 the average rate of NT is increased from the exposition to the discussion texts, whereas in MGS1 this average has been static and in LGS1 the value is decreased. The following table is the proportion of NT across the students' texts.

**Table 5.11** Statistics for Nominalisation in Theme

Student	<i>Nominalisation in Theme as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.75%	0.14%	0.77%
MGS1	0.00%	1.00%	1.00%
LGS1	0.62%	1.42%	0.55%

The comparison between the proportions revealed that there is no common trend across the three text types.

#### **5.3.4.7 The average rate of Nominalisation in Rheme across three texts**

The last subcategory in the nominalisation of processes is the proportion of Nominalisation in Rheme (NR). The proportion of NT and the proportion of NT have a consequence on the information structure and the organisation of the message. In this regard, it was observed that the proportion of nominalisation in HGS1 and MGS1 are mounted from 0.50% and 0.00% in the pre-test to 0.57% and 0.93% in the exposition texts, respectively. The observation proved that this average is decreased in LGS1 almost by half across the same texts. However, the comparison between the exposition and discussion genres revealed that the student increased the average proportion of NR in the three students' texts. The following table summarises the calculation of these figures.

**Table 5.12** Statistics for Nominalisation in Rheme

Student	<i>Nominalisation in Rheme as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.50%	0.57%	1.22%
MGS1	0.00%	0.93%	1.33%
LGS1	1.25%	0.78%	2.00%

As it can be observed from the tables above, as we are moving from the pre-test towards the exposition and discussion texts, the average deployment of nominalisation both in Theme in the previous section and Rheme in this section become more even. This is while the deployment of nominalisation in the pre-test texts is largely taken place in Rheme. But as Ravelli (1985, 1999) and Halliday and Matthiessen (2006) argue, this is just one side of the story and other than the information and the constituents of the clause it has an impact on the

whole clause and the organisation of the message as well. Ravelli (1985, 1999:92) argues that GM can be deployed to achieve both the Thematic and information organisation. That is to say, it provides us with an alternative option in which we can raise consciousness through ‘unmarked focus.’ The shift from sequence to figure, for instance, which will be discussed in detail in the following chapter, is one sign of thematic effect and the change in the flow of information through the unmarked focus. It will be shown that the even distribution of nominalisation is the characteristics of figures for sequences through the deployment of ‘macro-things’ for ‘conscious-things’. However, for the time being it is possible to posit that statistically speaking in the context of this study this thematic change has been under the influence of genre in which the students are directed in. Therefore, the change in either Theme or Rheme co-varies with the genre in which they occur.

The overall analysis of the shift from verbal to nominal group is shown that other than the proportions of PRM and POM and the proportions of NT and NR in which the development in one means the decline in the other and vice versa, there is also a change in the pattern of other subcategories of nominalisation across the students’ texts. For instance, it was observed that while the proportion of MN and VN are climbed largely from the pre-test to her exposition texts, the proportion of NMMN is largely declined across the same student’s texts. But, still it is hard to make any generalisations that the overall development in nominalisation of processes can also be applied to the development in all subcategories. However, what makes this analysis worthwhile is the revelation of the fact that there has been improvement in the use of nominalisation across the students’ texts and the deployment of some of these subcategories are possibly under the influence of specific genres.

Since the focus of this study has been on the development of GM on the introduction of the genre-based pedagogy and its reflection on the students’ consciousness, until now the focus of this chapter has only been on the development of GM and any patterns or improvements that are emerged on the intervention of this pedagogy across the students’ texts. The statistical findings above provided us with the knowledge that it is hard yet to make any generalisations of the deployment of nominalisations across the students’ texts. For this reason and because the major kind of nominalisation in English is the nominalisation of processes construed as Things (Halliday and Matthiessen 1999; Ravelli 1985, 1999), once more we need to refine our analysis and focus only on the metaphorical processes construed as Things. Although the analysis of the taxonomy of the type of things will be covered in the

next chapter below, the statistical analysis here will reveal whether such a generalisation is feasible.

### **5.3.5 Transitivity functions and the shift from congruent to metaphorical mode**

Halliday (1985, 1994) divided the transitivity functions in English language into mental, verbal, material, relational, behavioural and existential processes. He assigned them the congruent and metaphoric realisations. In investigating the role of ideation base in construing experience and consciousness, Halliday and Matthiessen (2006) defined it as ‘polysystemic’ in which both ‘internal complementary’ and ‘external registerial variation’ exist side by side. Among the other things, the metaphorical complementary is identified as one of the internal complementarities in which the ideational model suggests two modes: one as congruent and the other as metaphoric. The former is defined as if it has already existed and the latter is the re-construal of the former in a new way. Halliday and Matthiessen (2006) conclude that such a polarity in the ideation base, i.e. the congruent and metaphoric options can create a system of indeterminacy which allows it to be ‘polysystemic’, and accordingly we can construe the experiences in more than one way. This probabilistic nature in linguistic can also be construed in relation to the register as a particular probabilistic context of the same system. In this study, however, following Martin (1997) we adopted genre, i.e. the genre-based pedagogy as a ‘pattern of the pattern of the register’ which in turn helps us to consider the combined three registerial variables simultaneously. The attempt has been to investigate the role of this pedagogy in developing the students’ writing by means of GM deployment. According to Halliday and Matthiessen (2006), a move from one register, and in this study one genre, to another is re-setting of these probabilities which are both quantitative and qualitative. That is to say, not only the quantity, for example, the number and the proportion of nominalisation is subject to change but we can find different perspectives on experience within the same system, too. In the analysis of GM in the students’ texts above, I indicated that how the application of the genre-based pedagogy possibly affected the students’ deployment of these nominalisation. In the reminder, I shall try to show how the quantitative scope of consciousness has been changed in the deployment of complex processes construed as Things on the introduction of this pedagogy, and whether there is a consistency between the type of genre and the deployment of this type of nominalisation across the students’ texts.

### 5.3.5.1 The overall transitivity pattern of complex processes construed as Things

In investigating the quantitative development of complex processes construed as Things, the statistical analysis is carried out. The metaphorical construal of Things identified across the students' text is mental, verbal, material, relational and behavioural processes. The analysis is carried out for three HGS1, MGS1, and LGS1 texts. I shall present the details of analysis in the following sections.

### 5.3.5.2 Mental processes construed as Things across students' texts

In the analysis of mental processes construed as Things it was observed that the proportion of this type of nominalisation in HGS1 and LGS1 is dramatically declined from 0.50% and 0.12% in the pre-test to 0.00% and 0.07% in the exposition texts, respectively. This proportion is increased in MGS1 from 0.16% to 0.33% across the same texts. However, a comparison between the exposition and discussion texts revealed that the proportion of mental processes construed as Things in HGS1 and LGS1 are largely increased, whereby the same proportion is dramatically declined in MGS1. The values are set in the following table.

**Table 5.13** Statistics for Mental processes construed as Things

Student	<i>Mental processes construed as Things as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.50%	0.00%	0.44%
MGS1	0.16%	0.33%	0.00%
LGS11	0.12%	0.07%	0.11%

Therefore, it can be concluded that the introduction of the genre-based pedagogy have had no major impact on the progression of this type of metaphor across the students' texts. Rather, as it can be observed, the proportions are largely the indicative of mixed fluctuation across the text types.

### 5.3.5.3 Verbal processes construed as Things across students' texts

In the analysis of verbal processes construed as Things it was observed that similar to metaphorical mental processes construed as Things this type of metaphorical construal is not

developed in the students' texts. A comparison across the three texts revealed that there has largely been the same type of fluctuation across the three genres.

**Table 5.14** Statistics for Verbal processes construed as Things

Student	<i>Verbal processes construed as Things as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.00%	0.14%	0.11%
MGS1	0.33%	0.33%	0.16%
LGS11	0.00%	0.00%	0.00%

As the table above indicates, there has been a slight development in HGS1 from the pre-test to the exposition genre, and the value in MGS1 and LGS1 are static across the same genres. However, the comparison with the exposition and discussion texts indicated that the students have largely declined the deployment of verbal processes construed as Things in HGS1 and MGS1. The value is remained static in LGS1.

#### **5.3.5.4 Material processes construed as Things with a presumed human actor**

In the statistical analysis of material processes construed as Things with a presumed human actor it was observed that all the three students are deployed higher proportion of this type of metaphor from the pre-test to the exposition texts. However, the proportion of material processes construed as Things is almost declined by half across the exposition and discussion texts. Table below sets out the values for this type of metaphor in the students' texts.

**Table 5.15** Statistics for Material processes construed as Things with human actor

Student	<i>Material processes construed as Things with a presumed human actor as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.25%	1.14%	0.55%
MGS1	0.50%	2.33%	0.83%
LGS11	1.12%	1.71%	0.72%

Although it is hard to make any generalisations at this point, it seems that the change in genre is reflected back in the deployment of the types of metaphors in the students' texts.



### 5.3.5.5 Material processes construed as Things with a presumed non-human actor

The statistical finding from the metaphorical construal of material processes with a presumed non-human actor indicated that except HGS1 which indicated a slight decrease from the pre-test to the exposition genre, MGS1 and LGS1 have almost doubled the deployment of this type of metaphor in the exposition genre.

**Table 5.16** Statistics for Material processes construed as Things with non-human actor

Student	<i>Material processes construed as Things with a presumed non- human actor as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.50%	0.42%	1.05%
MGS1	0.16%	1.18%	1.04%
LGS1	0.50%	1.00%	1.66%

As it can be observed from the table above, the comparison between the exposition and discussion genres indicated that except MGS1, who has shown a slight decrease from the exposition to discussion text types, HGS1 and LGS1 have largely developed the proportion of material processes construed as Things with the presumed non- human actor from the exposition to discussion texts. Therefore, the comparison between the deployment of this feature across the three genres supports Halliday and Matthiessen (2006) arguments that the change in register/genre reflects in ‘re-setting’ the proportion of nominalisation. While the proportions of deployment for this subcategory of nominalisation are largely lower in the pre-test texts, they have substantially increased in the exposition and discussion genres. Moreover, the comparison between the deployments of material processes construed as Things with the presumed human actor in the previous section with its counterpart by non-human factor in this section further supports Halliday and Matthiessen’s (2006) proposal of re-setting impact of register/genre.

### 5.3.5.6 Relational processes construed as Things across students’ texts

In investigating the trends in the deployment of relational processes construed as Things it was found that this type of metaphorical Things like the verbal processes construed as Thing has largely been static across the three texts. As it can be observed from the following table, there is no sign of deployment of this type of metaphor across the students’ texts.

**Table 5.17** Statistics for Relational processes construed as Things

Student	<i>Relational processes construed as Things as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.00%	0.00%	0.00%
MGS1	0.00%	0.00%	0.00%
LGS11	0.00%	0.00%	0.00%

The lack of such deployment may partially be related to the type of register/genre in which students were engaged in the course of the application of the genre-based pedagogy. That is to say, the deployment of such metaphor may not be the prime priority in the developing texts related to either “*the studying abroad*” in the exposition or about “*the merits or demerits of video games*” in the discussion genres.

### 5.3.5.7 Behavioural processes construed as Things across students’ texts

The analysis of the metaphoric construal of behavioural processes construed as Things revealed that except in MGS1 who has deployed this metaphor only by 0.16%, there has been no deployment of this metaphor in HGS1 and LGS1 from the pre-test to the exposition texts. However, in the analysis of the discussion texts it was observed that all of the students developed some proportion of this type of metaphor in their discussion texts. The following table summarises the overall proportion across the students’ texts.

**Table 5.18** Statistics for Behavioural processes construed as Things

Student	<i>Behavioural processes construed as Things as proportion of total number of nominalisations in the text</i>		
	Text 1	Text 2	Text 3
HGS1	0.00%	0.00%	0.44%
MGS1	0.16%	0.00%	0.25%
LGS1	0.00%	0.00%	0.05%

As it can be observed from the table above, HGS1 and MGS1 have deployed larger proportions than LGS1. However, what makes this analysis interesting is a sudden increase from largely zero percent from the two previous texts, i.e. the pre-tests and exposition texts.

Therefore, as we observed throughout the statistical analysis across the students' texts, the deployment of the five identified metaphoric processes construed as Things are largely related to the contextual impact, i.e. register/genre, and the application of the genre-based pedagogy in the context of this study seems to be partly responsible for the change in deploying some metaphors over the others. The high proportion of complex material processes construed as Things with a presumed human actor in the exposition texts and vice versa, the high proportion of complex material processes construed as Things with a presumed non-human actor in the discussion texts can be construed as the positive impact of the genre-based pedagogy on the one hand and re-setting effect of the register or genre proposed by Halliday and Matthiessen (2006) on the other. Similarly, a sudden deployment of complex behavioural processes construed as Things across the discussion texts is a further proof that may be the students' deployment of this resource has been under the influence of the type of field knowledge and the genre as a whole. Therefore, the statistical investigation in this chapter to some extent confirms Halliday and Matthiessen (2006) arguments that GM creates 'internal complementarities' which co-varies with its registerial/genre external complements.

#### **5.4 Summary**

The quantitative analysis of GM revealed that the deployment of GM has changed over the application of the genre-based pedagogy across the students' texts. The analysis proved that the drift to Thingness is the major source of GM in the EFL students' texts, whereby this value is noticeably fluctuated on possible role of genre-based pedagogy. The statistical analysis of the subcategories of nominalised processes revealed interesting patterns across the students' texts and suggested that there has largely been improvement and change on the deployment of nominalisation of processes over the introduction of the genre-based pedagogy. Furthermore, the investigation of complex processes construed as Things revealed that the nominalised material processes construed as Things either with a presumed human actor or without human agency and the complex behavioural processes construed as Things were increased under possible role of the genre-specific texts. The analysis suggested that in this way it is possible to make a generalisation across the students' texts. That is to say, it is likely to argue that the deployment of specific proportion of nominalisations is largely related to the role played by specific genre at work.

## CHAPTER 6

### Exploring consciousness raising influence of a genre-based pedagogy on GM deployment (2)

#### 6.1 Introduction

In this chapter the focus has been on the deployment of GM at the syntagmatic level. The discussion in the theoretical background indicated that GM as the lexicogrammatical resource is not separated from its context in which it occurs. The statistical analysis in the previous chapter revealed that the system of indeterminacy created by GM is largely related to the deployment of complex processes construed as Things. However, Halliday and Matthiessen (2006) argue that these complementarities are both qualitative and quantitative. In this study, following Martin (1997) instead of the “*register*” the concept of “*genre*”, which was employed within the genre-based pedagogy for the teaching and learning argumentative writing, is taken as an equivalent external complement. Martin (1997) claims that as the register is the patterning of the pattern of the lexicogrammar, genre also is the patterning of the pattern of the register. He also claims that because it is hard to measure each of the registerial parameters in the educational contexts, the exploitation of the genre-based pedagogy facilitates this task. Therefore, in this chapter for investigating a possible impact of the genre-based pedagogy on students’ writing, I concentrated on the qualitative aspect of such complementarities.

The qualitative and quantitative dimensions of GM and its complementarities with the external complements stem from Halliday’s (1998) notion of the transitivity function of GM and the resultant shift in the grammar. According to Halliday (1998:192), the shift from the congruent to the metaphoric involves two kinds of grammatical movements, ‘one in rank, and the other in structural configurations’. The move in rank has two important categorisations in the English language: one is developed by Ravelli (1985, 1999) and the other by Halliday (1998a). The detail analysis of this grammatical movement and its categorisations was addressed in the last chapter. However, the shift in structure forms different structural configurations. Halliday and Matthiessen (2004, 2006) relate the source of such movements to the shift in elemental metaphors, which takes place in the shift from process, quality, relator and circumstance to Thing. The consequence of this shift appears structurally in the metaphorical realisations of element, figure and sequence.

In order to assess a possible impact of the genre-based pedagogy as an external complement in the development of these metaphorical realisations, before any type of teaching and learning the students were asked to attend in a pre-test session. After assessing the students' level of English language proficiency, the introduction of the genre-based pedagogy was conducted in two rounds of the teaching and learning cycles. At the end of each cycle the students produced the related texts: exposition and discussion. After the completion of the teaching and learning cycles, 9 students' texts were selected randomly for the analysis. The IELTS (International English Testing System) task 2 criteria were deployed to classify them on the basis of the pre-test texts to the three levels of HGS, MGS and LGS.

It has been observed that after the application of this pedagogy the students were developed the metaphorical deployment of sequences, figures and elements. The congruent sequences of expansion and projection and the congruent figures of 'sensing and saying' and 'doing and happening' with 'conscious things' in their participants have largely been changed into the metaphorical forms including the unconscious metaphorical processes construed as Things. The metaphorical construal was in the deployment of figures for sequences and elements for figures. In the former, the deployment of the metaphorical structure was related either to the realisation of logical meaning or the relational processes within a clause. In the latter, a semantic category of figure is metaphorically re-construed by the grammatical category of nominal group as an element of Thing.

However, the focal point of the metaphorical realisation of GM at the syntagmatic order was identified in its complementarities with the generic structures at the level of genre. The analysis of the students' post-test texts have largely indicated that, for instance, while the metaphorical deployments of figures at the level of lexicogrammar were deployed for explaining 'activity sequences' (Martin, 2009), the generic structures mirrored the same structures for staging arguments either "*for*" or "*against*". In another words, GM as the manifestation of field of discourse co-varied with the generic structures at the level of genre.

The analysis of generic structures in the previous chapter proved the inevitable intervention of cultural understandings in the realisation of some generic structures. The analysis of GM also indicated the inclusion of unidiomatic features in the realisation of figures and elements of Things. Their full investigation requires a separate study and is out of the scope of the present research. A brief implication will be made, if necessary.

## **6.2 Overview of key findings**

### **6.2.1 An overview of the development of elements as macro-things**

Halliday and Matthiessen (2006) classified types of Things in two major categories of ‘simple-things’ and ‘macro-things’. The simple-things include the ‘conscious-things’ and ‘unconscious things’ in which the latter is sub-classified into the ‘materials’ and ‘semiotics’. The macro-things are the re-construal of these categories as the complex Things. The macro-things can be the consequence of the class shift or the process of down-ranking in the figures which their function has shifted from the congruent clause type into the metaphorical element. The macro-things in English is created both through the derivational and non-derivational morphemes and the morphological changes do not take place in all nominalisations. However, Halliday and Matthiessen’s (2006) taxonomy of the types of Things is deployed to track the possible impacts of the genre-based pedagogy on the students’ texts. The analysis revealed that the deployment of the metaphorical processes construed as Things were the major kind of the metaphorical shift in the students’ post-test texts. The shift is largely included in the deployments of macro-things for conscious-things and macro-things for figures.

### **6.2.2 An overview of the metaphorical deployment of figures**

In English language a figure has two different realisations, i.e. congruent and metaphoric. In the congruent realisation it realises as a clause which is consisted of process, participant and circumstance, while in the metaphoric it takes the form of a nominal group. When a figure is metaphorically re-construed from a clause to a nominal group, its elements are most frequently transferred in two directions. The element of Process is transferred as Thing in a nominal group, while the other elements serve as the Modifiers or Qualifiers of the Thing. Halliday (1998a) argues that in the metaphorical realisations a meaning-making energy is released for relating the two semantic potentials of ‘referring’ and ‘expanding’, i.e. textual and ideational respectively. Ideationally, the system expands almost infinitely starting with the most congruent and finishing up to the most metaphoric. Halliday (1998a) and Halliday and Matthiessen (2006) point out that the nominal group can expand indefinitely. They maintain that if this expansion in verb is through verbal group, which expands grammatically with ‘complex tenses and modalities’, the nominal group expands ‘lexically through the modification process’ (Halliday and Matthiessen 2006; Halliday 1998:196). The deployment of nominalisation in science is to create ‘technical taxonomies’ and in humanities ‘the chains

of reasoning' for making arguments. Halliday (1998a) and Halliday and Matthiessen (2006) argue that this shift in grammar is not straightforward and involves a down-ranking movement in rank and sideways in functions. However, the analysis of the students' texts revealed the development of arguments after the continuous application of the genre-based pedagogy. The congruent figures in the pre-test texts were replaced with the metaphorical elements in the exposition and discussion texts. Furthermore, this finding is proved by the translation of Ravelli's (1985, 1999) and Halliday's (1998) categorisations of GM to each other and its comparison with Halliday's (1998) notion of 'lower level syndrome'. It has been assumed that the application of the genre-based pedagogy may have partially been involved in the development of this feature of academic writing. Nonetheless, there are instances where the achieved deployment of these features has been unidiomatically construed.

### **6.2.3 An overview of the metaphorical deployment of sequences**

A sequence in English is construed twice, once congruently as a clause complex and once metaphorically as a figure. The metaphorical realisation is based on the shift in elemental metaphors which involves the down-ranking movement in the structure. Halliday and Matthiessen (2006) recognise 9 major types of syndromes responsible for the complexity of GM. Among these syndromes, a down-ranking movement from a clause complex to a clause includes the syndrome of type 1, i.e. from adjective to noun, for example, in "The prices are *stable*" to "The *stability* of prices" or type 2, i.e. from verb to noun in "The engineer *repaired* the car" to "The *repairing* of the car" in the general environment of verb as a relator as "The stability of prices *led* to his victory in the election" for construing a model of figure. They form either a relational processes or a clause with the realisation of logical meaning. The metaphorical shift can involve either the sequences of expansion, i.e. elaboration, extension and enhancement or it can occur with the sequences of projection, i.e. hypotactic or paratactic. The metaphorical type is the favourite choice in re-construing clause complexes in English and structurally is featured as 'nominal group + verb + nominal group' (see Halliday and Matthiessen 2004, 2006). This syntagmatic structure has its root in Halliday's (1998) notion of 'higher level syndrome' in which the shift in elemental metaphors is the driving force. However, the qualitative analysis of the students' texts proved the gradual development of these features from the exposition to the discussion texts. The students have deployed this feature for expanding reasoning in one sided argument such as "*studying abroad*" or in two-sided argument such as "*playing video games*". Interestingly, it was observed that the same

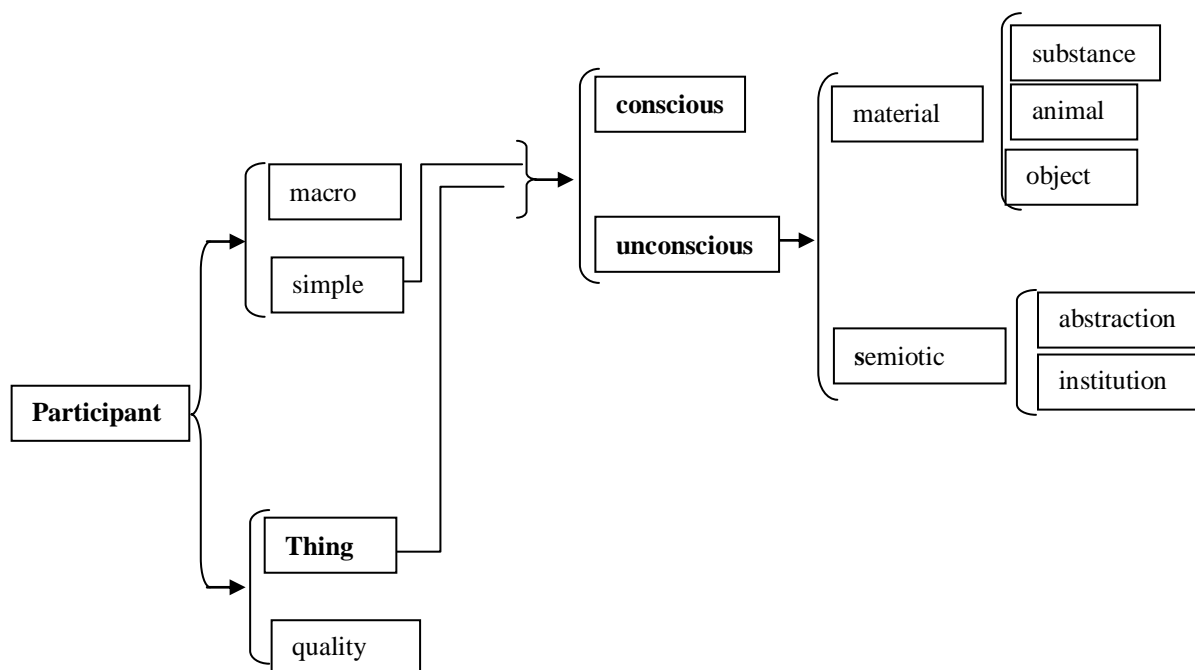
features are complemented with the generic structures for staging arguments at the level of genre. Therefore, it was assumed that the application of the genre-based pedagogy might have been a possible factor in reinforcing such complementarities.

### **6.3 Findings in detail**

#### **6.3.1 The metaphorical deployment of elements as macro-things**

As stated in the preview above, the metaphorical construal is the shift to ‘macro-things’ for ‘simple-things’. It was also assumed that the shift in elemental metaphors and down-ranking grammatical movements are the cause of such metaphorical construal. Halliday and Matthiessen (2006: 615-18) describe this feature as the sign of development in the native children in which the experience is re-construed to build up ‘educational knowledge’ and ‘technical knowledge’. The former which is the organisation of the knowledge according to the previously acquired phenomena takes place in the primary schooling, and the latter which is the organisation of knowledge according to the disciplinary practices such as mathematics, science, history, etc. happens in the transition from the primary to the secondary school. The elements in the re-construed experiences are no longer only the classified “*conscious*” and “*unconscious*” objects under the taxonomy of simple things, but the complex nominal groups in the metaphorical construal of processes, qualities and circumstances as Things. In order to trace any deployment of this type of Things on the possible impacts of the genre-based pedagogy across the students’ texts a reference was made to Halliday and Matthiessen’s (2006: 64) taxonomy of the types of Things. Based on this taxonomy, which is shown in Figure 6.1 below, two major types of simple things including “*conscious things*” and “*figures*” were identified in most of the students’ pre-test texts.





**Figure 6.1 Taxonomy of the types of Things (Halliday and Matthiessen 2006:64)**

Three students from different groups such as HGS3, MGS3 and LGS3 were selected for the analysis. The overall analysis indicated that the pre-test texts by these students have largely included the deployment of simple things such as personal pronouns and the congruent figures. The pre-test texts by HGS3 and MGS3 were contained some features of macro things though not as dynamic as for ‘generalisation—abstractness and metaphor’ (Halliday and Matthiessen 1999: 618). That is, they were deployed mostly compound nouns such as “*young people*” or “*some people*” and in some cases the ‘transcategorised’ elements such as “*studying abroad*” for the participant role. Halliday and Matthiessen (2006:242) argue that there are cases that ‘the semantic nature of transcategorisation is clear’ and if so no fusion of meaning takes place. In the example above, for instance, “*studying abroad*” does not refer to anything else than the act of studying. However, the analysis of the texts showed that there is only one metaphorical deployment of the nominalisation of qualities by HGS3 as “*the other advantages of studying abroad ...*” in which “*the*” is Deictic; “*other*” is Classifier; “*advantages*” is Thing and “*studying abroad*” is Qualifier. In fact, here the fusion of meaning has taken place and the Thing, i.e. “*advantages*” is both quality and thing, i.e. ‘quality thing’.

The following table is the pre-test text by LGS3. The term “*sentence*” in the traditional grammar is used to refer to the “*clause complex*” in SFL in referencing the texts. The

elements of “conscious beings” such as personal pronouns are highlighted in the bold typeface. The “macro thing” is underlined and highlighted by the bold typeface.

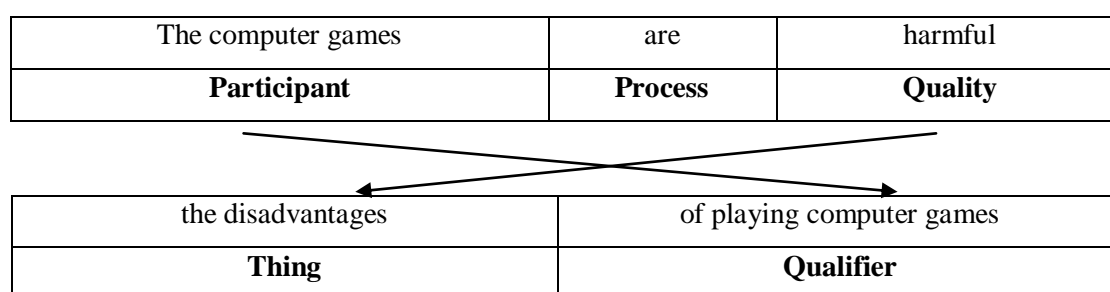
**Table 6.1** Pre-test text by student LGS3

1. <b>I</b> am studying English for four years in IRAN language institute, and now <b>I</b> ’m going to finish it.
2. <b>I</b> prepare myself for entrance exam.
3. last year <b>I</b> failed exam and now <b>I</b> decide to burn mide night oil to pass it.
4. <b>I</b> want to study English because <b>I</b> know <b>I</b> can continue it.
5. but unfortunately in Iran in English institute <b>they</b> focus on Grammer rather than conversation.
6. <b>I</b> also has problem in conversation.
7. <b><u>this problem</u></b> occur because in Iran there is no chance <b>we</b> use second language.
8. just <b>we</b> use in English classes.
9. <b>I</b> think it could be better a class was designated to speak second language.
10. in that case <b>we</b> can develop our conversation.

The analysis of the pre-test texts by LGS3 revealed the overt deployment of conscious things in the form of personal pronouns and the congruent realisation of figures. It has been observed that almost every sentence has been started with a personal pronoun as a conscious human actor in the participant role. The clauses are in the congruent form of participant, process and circumstance. Except “*this problem*” in the sentence number 7 above in which a ‘Macro-phenomena’ along with the nominalisation of process construed as Thing is deployed for referring back to the previous sentence, there is no sign of macro-thing with the functionality of either ‘generalisation, abstractness or metaphor’. According to Halliday and Matthiessen (2006:102), ‘a Macro-phenomenon is a figure down-ranked to function as an ordinary element’. They appear in the form of anaphoric reference as in the example above in which the entire clause is down-ranked into the pronoun, i.e. “*this*” or they function as an extended nominal group through the nominalisation of processes or qualities.

The analysis of the exposition text by this student which was produced after the application of the first round of the teaching and learning cycle still indicated the extensive use of personal pronouns in the congruent realisation of figures. For example, in favouring “*studying abroad*”, he has started most of the sentences with the congruent figure, for

example, “*Firstly, we can acquire a good knowledge of English and we can improve it by communicating with native speakers*” or “*Secondly, we acquaint with different culture and traditions*”. However, in the discussion text he has shown a major shift in the deployment of the metaphorical nominal groups along with the development of the congruent figures. A majority of these metaphorical deployments were identified as the metaphorical processes construed as Things. The metaphorical elements reflected ‘semantic juncture’ with their original realisation. Halliday and Matthiessen (2006) argue that the class shift is metaphoric if it creates a ‘semantic junction’ with its congruent realisation. For instance, the shift from Quality to Thing can be an example of such a juncture. The following figure presents an example of this type of metaphorical deployment in the discussion text by LGS3.

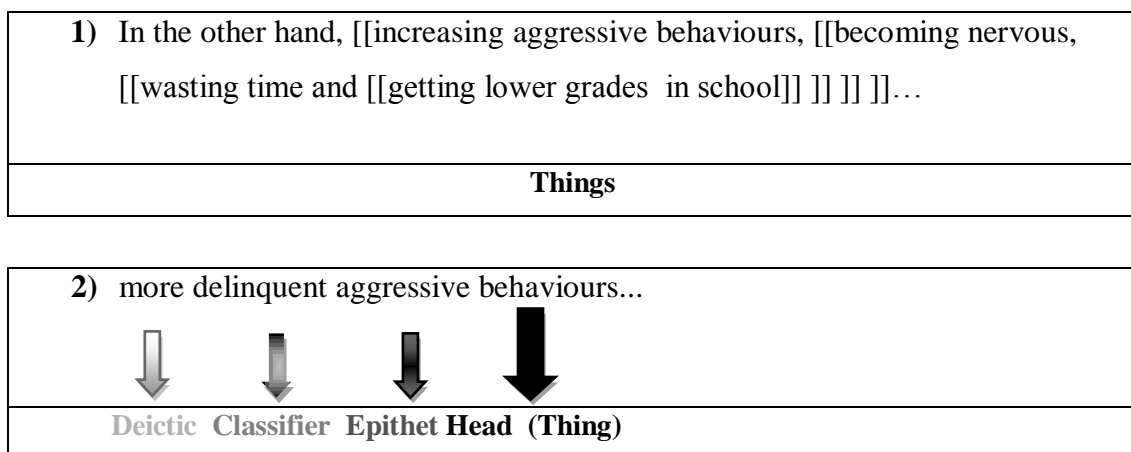


**Figure 6.2 The metaphorical realisation of element in the participant role**

It was after the second round of the cyclical teaching and learning of the genre-based pedagogy that this student has made a major move in the deployment of the metaphorical elements in the participant role. For example, in the figure above instead of the congruent realisation of the figure “*The computer games are harmful*” the shift in the elements, i.e. “*harmful*” as Quality to the nominal form “*the disadvantages*” and the shift from Participant to Qualifier, i.e. “*playing computer games*” has created the metaphorical form. Unlike “*the computer games*” which is the transcategorised nominal group, “*the disadvantages of playing computer games*” is metaphoric and involves both thing and quality. Other than the participant role the down-ranked element is ‘distilled’ and has the power of ‘referring’ and ‘expanding’. It refers to the negative aspects of such games through the generalisation aspect of nominalisation in which one can imagine any possible drawbacks of such games based on his/her experiences. It also makes the room for further reasoning against such games. Halliday and Matthiessen (2006) underline that nominalisation makes it possible to refer back to the previously acquired knowledge through the distilled formation of nominal group and it

can expand the arguments either in support or denial in a chain of reasoning. I shall discuss this point further in the metaphorical realisation of figures and sequences.

Interestingly, the analysis of the pre-test and the exposition texts by HGS3 and MGS3 indicated more or less the same pattern which was observed in the pre-test text by LGS3. They deployed the extensive use of personal pronouns and the congruent realisation of figures in their pre-test texts. In the exposition texts, too, only a few instances of the nominalisation of processes and qualities were identified. However, the analysis of the discussion texts were largely revealed the shift in the deployment of macro things. The following figures are the extracts from the discussion texts by HGS3 and MGS3.



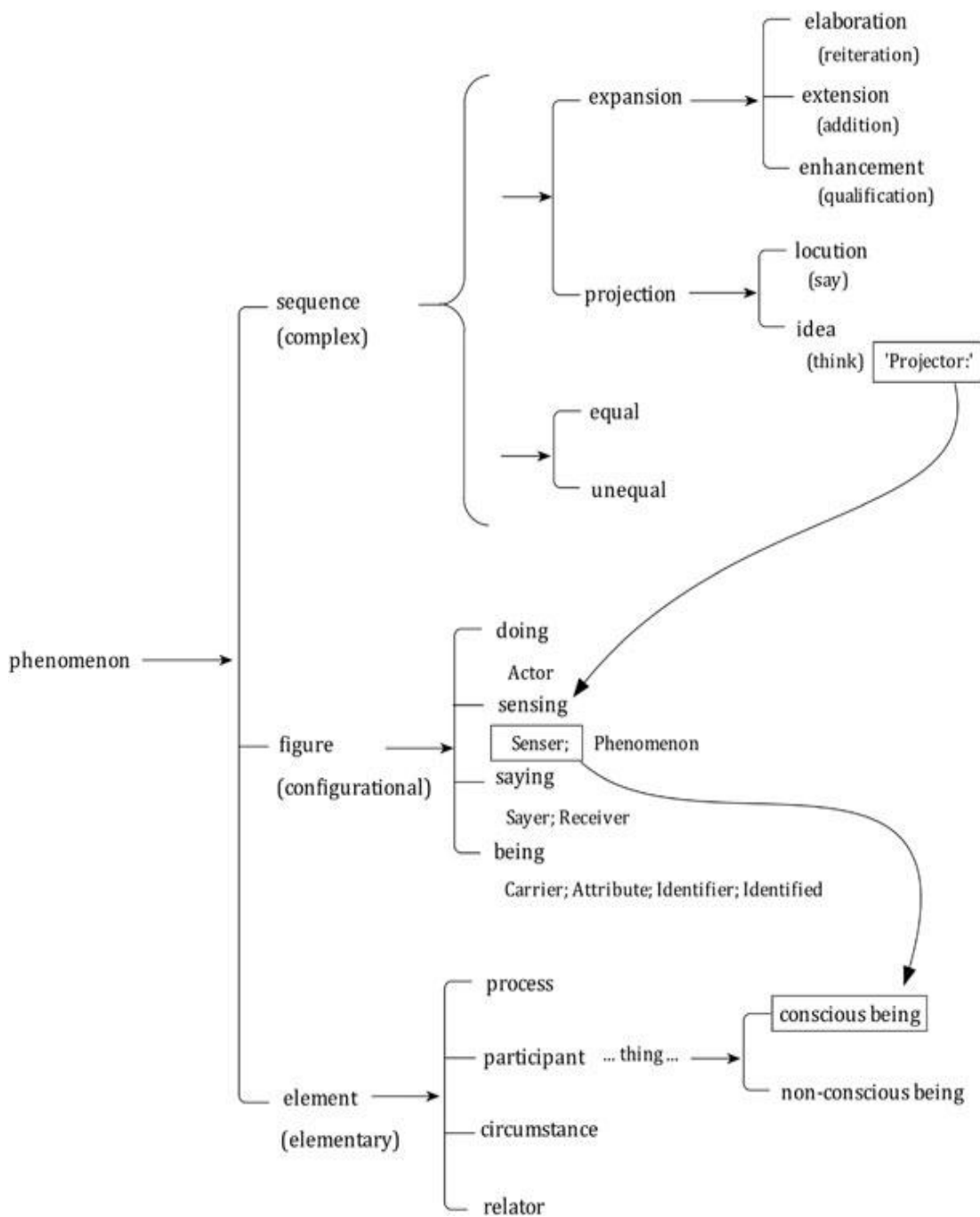
**Figure 6.3 The metaphorical realisation of element in the participant role**

The extracts number 1 and 2 are derived from the discussion texts by HGS3 and MGS3, respectively. In the former, a nominalisation and a series of embedded clauses act as the participant in the introductory section, and in the latter a nominalised group which is preceded by a Deictic, Classifier and Epithet before the Head Noun fills this role. In the second example, the nominalisation of process “*behaviour*” construed as Thing has created the macro thing. Halliday and Matthiessen (2006) argue that elemental GM inherently involves the phenomenon of transcategorisation, which is mainly involved in the transfer of some etymons from one class to another. Thus, the congruent and metaphorical realisations of elements can be identified through the structural distinction between different classes of words. There is a battery of derivational morphemes in English for such a distinction such as ‘-tion, -ment, -ity, etc.’ by which the etymons in one class, for instance, verb and adjective

can be transferred to another class such as nouns. However, it is not the only way and some of them such as the nominalisation in the example 2 above are carried out through the non-derivational morphemes. The important factor in either forms are the movements which takes place at semantics.

Halliday's (1998) and Ravelli's (1985, 1999) categorisations of GM are two important systematic classifications of the metaphorical construal in the English language. The semantic movement as a 'system of above' (Vandenberg 2003) is the driving motif for both models in identifying elements as metaphoric. Therefore, on the basis of this premises they can be converted to one another. For two reasons this conversion is required. The first reason is that Ravelli's (1985, 1999) categorisation meets the requirements of the present research, and the second to contribute Halliday's (1998) complementary notion of the 'syndrome' of GM at the syntagmatic order—'lower rank syndrome' and 'higher rank syndrome'.

Halliday (1998a) extended the domain of metaphoricity into the syntagmatic order through the identification of the metaphorical realisation of elemental metaphors at two syntagmatic levels—lower rank syndromes and higher rank syndromes. This metaphorical identification corresponds with the metaphorical realisations of GM at two syntagmatic realisations of figures and sequences, respectively. The discussion above clarified that the deployment of "*macro things*" for "*simple things*" was involved in the shift in elemental metaphors. Therefore, on the basis of this class shift it was also expected that there would be a kind of correlation in the syntagmatic orders between the metaphorical realisation of elements, figures and sequences in the students' texts.



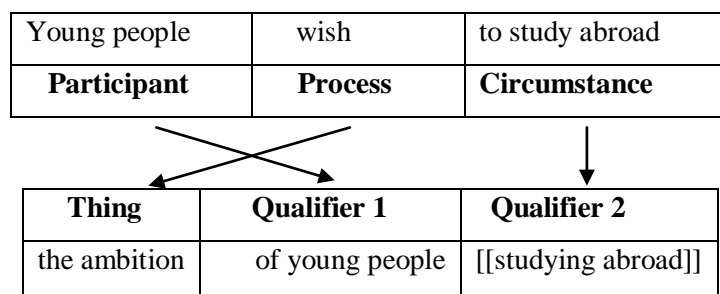
**Figure 6.4 Halliday and Matthiessen’s (2006) semantic system of the ideation**

Halliday and Matthiessen (2006) presented such a correlation in the semantic system of the ideation base. As it can be inferred from the figure above, there is a “local complementarities” between the congruent projected clause complex with its correspondent realisations in the figure and element. The projection of idea, i.e. “think” as a sequence is realised through the figure of “sensing” and the element of “conscious being” in, for example, “I think you are telling the truth”. However, the qualitative analysis of the students’

texts above indicated a gradual shift from the deployment of “*simple things*” such as “*conscious things*” to the “*macro things*” in the metaphorical realisation of elements. Therefore, in order to find out to what extent this system is maintained through the metaphorical deployment of figures and sequences in the students’ texts, the following sections will concentrate on the metaphorical realisation of figures and sequences, respectively.

### 6.3.2 The metaphorical deployment of figures with process as Thing

As discussed in the preview above, there are two kinds of realisations for figures in English language. One is the congruent form which realises as a clause and the other is the metaphoric which realises as a nominal group. The following figure is an extract from LGS3’s exposition text with a possible congruent translation. While there was no metaphorical figure in his pre-test text whatsoever, the analysis of his exposition text indicated the deployment of some nominalisations.



**Figure 6.5 The metaphorical realisation of figure in exposition text by LGS3**

A possible congruent translation e.g. “*Young people wish to study abroad*” is consisted of participant, process and circumstance. The metaphoric form is the rank-shifted nominal group with Deictic, i.e. “*the*”; Thing, i.e. “*ambition*” and two Qualifiers, i.e. “*young people*” and “*studying abroad*”. The grammatical constituents in the clause form are clearly distinguished from its agnate nominal group by the derivational suffixes and the use of determiner. As the figure above shows, the shift in the Process “*wish*” to the nominal group construed as Thing “*ambition*” is the primary and the following changes from the participants to qualifiers are the secondary shifts in elements. However, it is the primary elemental shift which is

construed as metaphoric since “ambition” refers both to “process” and “Thing”, whereby in the latter there is no such a fusion of meaning. Considering Halliday’s (1998) categorisation of elemental metaphor, this type of nominalisation realises at the lower rank syndrome, i.e. as a group than a clause and is consisted of type 2, i.e. Process to Thing as the main metaphors; and type 6, i.e. Circumstance to Quality and type 13, i.e. Thing to Quality as the secondary metaphors. A possible simple presentation for this syndrome is [2] + [6/13]. The translation of this syndrome to Ravelli’s (1985, 1999) model can be [1] + [3b, 4a/7a]. The type1 stands for type 2; types 3b and 4a for type 6; and type 7a for type 13.

However, this way of packing the information makes the writing abstract in which some part of the message becomes difficult to retrieve. In this example, for instance, the metaphorical meaning of the clause “*the ambition of young people studying abroad*” is not as clear as its congruent realisation, while the other way round is rather easy to decipher.

In order to trace the deployment of such nominalisations in the students’ texts the analysis was extended over the selected texts. The result of the analysis showed the development of figure with process as Thing in the students’ post-tests texts in compared with their pre-test writing. However, for the sake of presentation, I selected one student from different groups such as HGS2, MGS2 and LGS2. The following table is the analysis of the pre-test text by HGS2. The metaphorical realisation of figures is underlined and highlighted with the bold typeface. The term “*sentence*” in the traditional grammar is used to refer to the “*clause complex*” in SFL.

**Key:** Underline \_\_\_\_\_= figure with process as Thing; [[...]]=embedded clause as entire noun group; [...]= clause embedded as Qualifier in a noun group

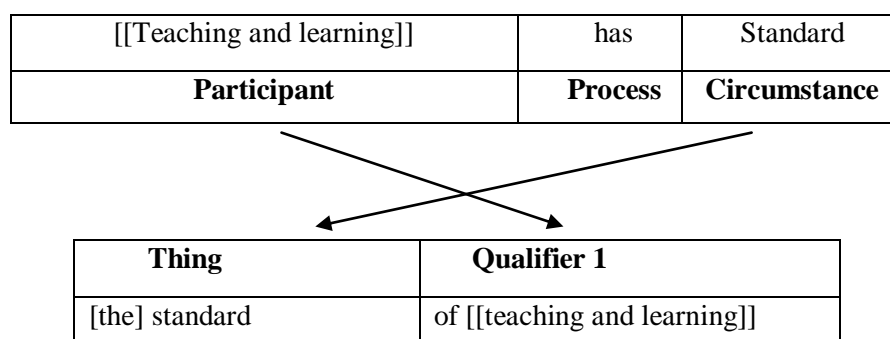
**Table 6.2** Pre-test text by student HGS2

1. Education systems are different in countries around the world
2. and <b><u>although scientific resources are sometimes the same</u></b>   but <b><u>standards [of teaching and learning]</u></b> differ from country to country or university to university.
3. and as a result of globalization <u>students choose to study abroad</u> <b><u>for many various reasons [specially for higher academic studies.]</u></b>



4. The first and <u>the most important one can be trying to find better and higher scientific values.</u>
5. But sometimes it's different.
6. For example in our country "Iran" many of university students choose to go to neighbour countries like Turkey    because it's somehow easier to get acceptance rather than Iran universities.
7. Although in the case of facilities and "global Ranking" their universities are much better than ours.
8. As a result of what I mentioned above another reason can be "Brain-Drain"   that our <u>students choose to go abroad   as a complete contradiction</u>   that we have <u>the best minds</u>   but we have the worst universities!
11. Because minds raise university rankings not buildings or other living facilities.
12. <u>And we have to consider other items such as not having enough freedom or bad conditions [of everyday life too.]</u>
13. <u>We spoke about the advantages [of studying abroad]</u> but let's better discuss about disadvantages too.
14. <u>Living in a complete different world [with different language and different culture] can be very difficult for a young student.</u>   considering that it takes <u>a considerably long time [for higher studies.]</u>
15. <u>But on the whole we have to accept [“studying abroad”] as a matter [of modern life]</u>    and consider that for developing all the nations equally   <u>they should have equal standards and levels [of science.]</u>

It was observed that there are some instances of figure with process as Thing in the pre-test text by HGS2. The following figure is the analysis of metaphorical part from the sentence 2 with a possible congruent realisation.



**Figure 6.6 The congruent and metaphorical realisations of figure from the pre-test text by HGS2's**

The nominalisation is unpacked into a possible congruent realisation. Similar to Figure 6.5 the congruent form is divided into its component parts. However, unlike Figure 6.5 in which the drift took place from Process to Thing, in this example the drift is from Circumstance to Thing. Halliday (1998a) and Ravelli (1985, 1999) classify the shift from Process to Thing under the categories 2 and 1 and the shift from Circumstance to Thing under the categories of 3 and 3c, respectively. Therefore, a possible simple presentation for this figure from Ravelli's (1985, 1999) perspective can be expressed as [3c] + [7a] in which 3c stands for Circumstance to Thing and 7a for Participant to Qualifier. Although singling out an item alone for the evaluation is not a valid approach for determining the overall performance of an individual text (Mickan 2003), the overall holistic consideration of the text above also revealed that to some extent the metaphorical deployment is accompanied with other developed textual features. For example, the causality expressed through the inter-clausal nominalisations in the sentence 3 such as "*as a result of globalization*" and "*for many various reasons specially for higher academic studies*" are employed for making the justification why the young people choose studying abroad. This reasoning is maintained in sentence 4 through another nominalisation of a figure in which the "*better and higher scientific values*" is reasoned as a key factor for taking this opportunity.

However, the shift from the postulated nominalisations in sentence 3 and the shift to another topic in sentence 5 have disrupted the text's cohesion. This shift has directed the discussion towards some negative aspects of taking studying abroad than maintaining the "*reasoning*" from sentence 3. This trend is continued up to sentence 12 and again the author has changed the topic in sentence 13. The conclusion in sentence 15 is made through other nominalisation which is reflected the same reasoning once was taken in the sentence 3. Though the text is easy to read and there are not major bumps to hinder the comprehension of the author's meaning, ideationally speaking, the discontinuity between the postulated reasoning and some parts of the text has disrupted the expectations according to the English language conventions.

The analysis is also identified some other deficiencies in this text. For example, in the first and the fourth sentences there is a lack of Deictic at the beginning of the nominal groups. In the former "*the*" as in "*standard of teaching and learning*" and in the latter "*a*" as in "*better and higher scientific values*" are not included in the original texts. Furthermore, in sentence seven, the attempted form of nominalisation seems to be unidiomatic in a sense that there is

an element of translation, i.e. “*in the case of*” in the nominalised group of “*in the case of facilities and Global Ranking*”, whereby “*Turkic universities’ higher facilities and global ranking*” seems to be a suitable alternative.

Contrary to the pre-test text by HGS2, the analysis of the pre-test text by MGS2 revealed no deployment of such metaphors. In the pre-test text by LGS2 only one such an instance was observed. The following table is the pre-test text by LGS2.

**Table 6.3** Pre-test text by student LGS2

1. In my opinion [[studying abroad]] is <b>the best chance for us</b> [to be familiar with other countries culture—[way of thinking, [way of living,]] ] economic, education and so on
2. Also being an opportunity which we can progress, for example, education and develop our knowledge, degree
3. I think in develop countries because of the higher facilities somehow we will arrive the purpose.
4. We follow in addition we will change our idea about the people of that country.

The first sentence indicates that the nominalisation is the result of the shift from a Quality to Thing, i.e. “*chance*” which is preceded by a Deictic, i.e. “*the*” and an Epithet, i.e. “*best*” and is followed by three Qualifiers. From the ideational perspective, this attempted nominalisation packs some information in favouring “*studying abroad*”. Though it is not construed idiomatically and there are some grammatical errors in the qualifiers, it still conveys some presumed advantages of studying abroad such as the opportunity of being familiar with different cultures, life style and different opinions as well as the potential economic and educational merits. Some part of this message is stretched over the text in which it has been treated as the basis for the reasoning. However, it was observed that like the attempted form of nominalisation the reasoning are construed unidiomatically. For example, instead of making a firm position that the developed countries have higher facilities and reaching goals in these countries are feasible, she has deployed a hypotactic projected clause complex in the sentence number 3, thereby this assertion has been monoglossed through a “*conscious being*”, i.e. “*I*”. Learning about different life styles has also been construed unidiomatically in sentence 4.

The comparison between the pre-tests and the exposition texts indicated that the students have made development in the deployment of figure with processes to figures with processes as Thing over the first round of the genre-based writing course. It was also observed that some general developments as the “*visible features*” have been made at this stage of the teaching and learning cycles. For example, in spite of the fact that in the mid-term exam no word limit was set in developing exposition texts, the majority of students including HGS2, MGS2 and LGS2 have substantially increased the number of words and clauses in their exposition texts. The following table is the exposition text by MGS2.

**Table 6.4** Exposition text by MGS2

1. <u>[[Studying abroad,]] nowadays, is <b>one way of success.</b></u>
2. Students <u>[[who can't find their academic education system and its situation suitable for themselves,]] they choose foreign countries for studying.</u>
3. Sometimes they come across with difficulties like language and culture troubles but <u>[[with considering the advantages of [studying abroad] like <b>educational facilities, more appropriate job opportunities, [[widening our capabilities in case of experiences,]] social degrees and etc., we can forbearance the low disadvantages of it.</b></u>
4. <u>The first and the most important factor [that absorbs students to English speaking countries] is <b>their high standards [in education system.]</b></u>
5. <u>Students there face with <b>lots of qualified choices</b> [that they can't find them in their hometown.]</u>
6. <u><b>These motivation factors</b> are a lot so <b>development [in that developed countries]</b> means a great success for them.</u>
7. <u>Secondly, <u>[[by studying abroad]] they can increase <b>their job opportunity [during studying and after it.]</b></u></u>
8. <u>[[Working during studying]] help students to have more relationship with local communities and also it has economical benefits.</u>
9. <u><b>Job opportunities [after studying]</b> is increased. Because they have not had that much in their own countries.</u>
10. For example, in Iran students after graduation can't find any appropriate job [that suit with their field in university like English majors find a job in Banks as a clerk.]
11. In addition <u>[[being in a modern country]] causes to have more contacts with other people from other nations that itself causes the increase [of their experiences] and also the change [of their insight toward people and world. ]</u>
12. <u>As a conclusion <u>[[studying abroad]] is a path [of improve</u> in order to being hard working and patient and optimistic toward several problems <u>[[that we may face.]] ]</u></u>

It was observed that the number of words and clauses in text by MGS2 above has increased from 116 and 13 in the pre-test to 285 and 21 in the exposition text, respectively. As a focal point of the analysis, this student has shown higher deployment of figures with processes as Things in her exposition text, too. For example, in the pre-test text there was no deployment of the metaphorical figure whatsoever. It is while, as highlighted in the table above, the nominalisation has dramatically increased in her exposition text. This development has also been along with appropriate reasoning and textual cohesion in which once the idea is highlighted at the introductory section, it is subsequently extended in the text. For instance, in advocating the benefits of studying abroad through the nominalisation e.g. “*educational facilities*” in sentence 3, the idea is presented in sentence 4 and in the form of an unnegotiable fact that the “*higher standards in the education system*” is the most important factor in absorbing the students to the developed countries. It has further been supported in sentence 5 that the lack of such facilities in their own country is another driving force. There are other examples of nominalisations at the introduction such as “*more appropriate job opportunities*” and “*widening our capabilities in case of experiences, social degree and etc.*” which are employed as solid points for reasoning and elaboration. Therefore, it seems that the deployment of this feature has systematically increased through this text in which on the one hand it has helped the author to justify her reasoning and on the other to connect these ideas smoothly throughout the text.

It was also observed that HGS2 and LGS2 have developed this feature of academic writing successfully in compared with their pre-test texts. A majority of nominalisation are identified as the complex processes construed as Things. In spite of successful deployment of nominalisation by the students, the analysis indicated that not all of the “*achieved*” deployment of the metaphorical figures, particularly by LGS2 is idiomatically construed. For instance, in the sentence “*They encounter with difficulties of financial, barrier of language, home sickness new life style, etc*” by this student the metaphorical figure is construed as “*difficulties of financial, barrier of language, home sickness, new life style, etc.*” As it is clear, some parts of this nominalisation carry an element of translation, thereby like Persian the modifier is post-positioned the nouns. In both “*difficulties of financial*” and “*barrier of language*” the mismatch is evident and as indicated in the following figure, it corresponds exactly to its Persian translation. This is while an idiomatic form of the nominalisations in English can be “*the financial difficulties*” and “*the language barrier*”, respectively.

Form	Function
<b>Zaban yek maaneh ast.</b>	<b>The congruent (Persian)</b>
Language-one-barrier-is	Literal translation (English)
Language is a barrier	Idiomatic translation (English)
<b>Maaneh-e-zabani ...</b>	<b>Nominalisation (Persian)</b>
Barrier-of- language	Literal translation (English)
the language barrier	Idiomatic translation (English)

**Figure 6.7 Form (a) and function(b) in literal and idiomatic translation**

In order to investigate what has happened in the second round of the teaching and learning cycle, the analysis of discussion texts were carried out. The analysis revealed that the majority of students have made further development both in the “*visible features*” such as the number of words and clauses and in the deployment of figures with processes as Thing. For example, the number of words and clauses in HGS2 is increased from 265 and 20 in the pre-test to 438 and 48 in the exposition and 594 and 51 in the discussion text, respectively. The following table is the discussion texts by HGS2.

**Table 6.5 Discussion text by HGS2**

1. <u>Modern world and technology has brought us a new generation of entertainment [which our parents have rarely experienced it.]</u>
2. Parents say that video games should be put aside for it’s bad effects but owners of video game companies argue against <b>this idea.</b>
3. Overdose [of <u>playing video games or playing bad video games</u> ] may lead to <b>aggression, isolation, exhaustion and overspent of money.</b>
4. <u>But the industry of video game has been the cause [of a growth in economy, employment of millions of people, development of many computing elements and improvement and increase of learning process.]</u>
5. <b>Many aggressive behaviours</b> can be learnt from the video games.
6. For instance in Sega’s “Mortal Combat” characters fight with each other in a dual mode and when one of them is defeated completely and he/she is ready to die, there is an end called “Finish him” that <u>the defeated one is being killed in a very aggressive style [like cutting head or slicing body into piece showing no sign of mercy.]</u>
7. In the same game mentioned above there are also female characters like: <u>Sonya, Kittana and Meleena dressed up in a very unpleasant style [which can be worse for young girls to copy them. ]</u>
8. <u>Children who play video games a lot are deprived of the taste [of real friendship.]</u>

9. <u>They are shy on the surface but <b>aggressive one layer under.</b></u>
10. They show no interest in social activities and are deprived of good aspects they could have learnt from their friends.
11. [[Playing video games over and over]] makes children become tired with no actual benefit for them.
12. Once they lose in a game, the level should be started from the beginning.
13. Although it does not seem to be pleasant for them but in order to reach higher levels they should try it.
14. But this is a never ending approach.
15. Children tend to spend lots of money buying new games and consoles.
16. It should be considered that video games are not as cheap as it seems because of the copyright laws.
17. This cycle is repeated annually for some special games like “Fi Fa” of EA sports and because the footballers of each club are changed every year children tend to buy them.
18. [[As a matter of development in graphic cards,]] new versions of video game consoles are released and Junkees of video games have been seen to even sleep in front of the market to be from the first who buy them although they are more expensive [when first released. ]
19. The industry of video games took about 10 bilion USD in 2007.
20. Beside the people who are selling games, consoles, and computing elements.
21. Video games industry has employed millions of people as game programmer, graphic designer, and ...
22. Only in China 50 million of amateur game programmers are doing the same thing.
23. <u>Many of computing elements owe <b>their development [to video games.]</b></u>
24. Beside the graphical card which seems to be the most important one, sound cards were used in video games replacing digital sound.
25. <u>CD ROMs are derived at <b>their highest speed</b></u> [while playing video games and Unix was developed for a special game. ]
26. Children can have good memories playing video games.
27. <u>It can help children to improve <b>their imagination sense</b></u> [being an effective tool to learn many good things simulation for many purposes like car driving, piloting and ...]
28. Nobody can deny that designers should be creative people to produce nice games.

29. On the whole, video games are an undeniable part [of modern life] and surely we will see that the art of video games even will get better day by day.

The analysis of the three consecutive texts by this student revealed that the ability in appropriate deployment of nominalisation has improved over the continuous application of the genre-based pedagogy. In a cross-group comparison with LGS2, too, it was observed that the nominalisations are appropriately deployed in his discussion text than the text by LGS2. Although in both of these texts there are the metaphorical deployment of figures, the way they are developed in the former are different from the latter. In HGS2, this feature is mostly deployed at the beginning of the paragraph where the reasoning is started, whereby in LGS2 this is not mostly the case and they have been scattered at different parts. The use of such structures by HGS2 has created ‘hidden reasoning’ in which the supporting ideas are based. For example, the deployment of the nominalisation “*aggression*” in sentence 3 at the introduction is systematically linked to the nominalisation in sentence 5 as “*Many aggressive behaviours...*” and is maintained through the supporting ideas in sentences 6 and 7. The impact of such metaphorical deployment is rendered in the realisation of the metaphorical sequences and consequently the creation of field knowledge. The lack of such positioning by LGS2, however, has decreased the power of “*reasoning*” as a major element of field knowledge in her text. In the following section, I shall look at possible impact of the genre-based pedagogy in the development of field knowledge and consequently ‘hidden reasoning’ through the metaphorical realisation of sequences.

### 6.3.3 The metaphorical deployment of sequences

As outlined in the preview, a comparison between the pre-test and post-test texts indicated the development of the metaphorical sequences across the students’ texts. According to Halliday and Matthiessen (2006), the metaphorical realisation of figures for sequences is the result of the shift from the congruent sequences of expansion and projection. In the expansion types either a clause or a nominal group is related via minor processes or the two nominal groups are related via a verb as in ‘the favourite clause type’. The sequences of expansion are subcategorised into three kinds of elaboration, extension and enhancement. The metaphorical realisations of the sequences of projection are from the congruent forms of hypotactic and paratactic types. However, the analysis of the students’ texts revealed that the majority of the



metaphorical deployments of sequences are from the subcategory of expansion types. They are identified throughout the students' texts in the pre-test, exposition and discussion. Figure 6.8 below is an example of the metaphorical realisation of sequence from the subcategory of enhancement by HGS2. A possible congruent translation is also provided.

<p><b>1) <u>The isolation from family and friends lead to depression and behavioural problems</u></b>  <b>(Metaphoric)</b></p> <p><b>2) When students are isolated from their family and friend, they <b>will be depressed</b> and they <b>will experience</b> some problems in their behaviour.</b>  <b>(Congruent)</b></p>
--

**Figure 6.8 A metaphoric realisation of sequence in HGS2's exposition text and a possible congruent form**

This sequence is down-ranked from the clause complexes into the figure, thereby two nominal groups are related with a verb. The verb is a metaphorical construal of the process as a relator. The re-construence of the clause complexes into a figure has shrunk the metaphoric expression by changing the grammatical constituents, the changes in the morphological derivations and the shift in rank. This metaphorical sequence can also be matched with Halliday's (1998) recognition of 'higher rank syndrome'.

The 'higher rank syndrome' is the combination of the two lower ranks which are connected through the verb as in the causal or the relational construal of process type, i.e. Process as a Relator or as Relational in Attribute, Carrier and Token, Value relationship. According to Halliday's (1998) categorisation, the lower rank syndrome is mostly consisted from type 1, i.e. Quality to Thing and type 2, i.e. Process to Thing as the main metaphors; and type 6, i.e. Circumstance to Quality and type 13, i.e. Thing to Quality as the secondary metaphors. A possible simple presentation for this syndrome is [1/2] + [6/13]. The translation of this syndrome according to Ravelli's (1985, 1999) model can be [3a, 4b/1] + [3b, 4a/7a]. The types 3a and 4b stand for type 1; type 1 for type 2; types 3b and 4a for type 6; and type 7a for type 13. For instance, in the nominal group "*The isolation from family and friends*", in the figure above, the noun "*isolation*" according to Ravelli's (1985, 1999) categorisation corresponds to type 1, i.e. from a Process such as "*are isolated*" to the Thing; and type 3b,

i.e. from Circumstance as “*their family and friends*” to Qualifier “*from family and friends*” in a possible congruent translation of “*Students are isolated from their family and friends*”. From the point of view of Halliday’s (1998) categorisation the connecting type is type 9 and from Ravelli’s (1985, 1999) perspective type 5b metaphors. The simple presentation of these models according to Halliday’s (1998) and Ravelli’s (1985, 1999) categorisations can be expressed respectively as:

- 1) 1<sup>st</sup> {[1/2] + [6/13]} + 9 + 2<sup>nd</sup> {[1/2] + [6/13]}
- 2) 1<sup>st</sup> {[3a, 4b/1] + [3b, 4a/7a]} + 5b + 2<sup>nd</sup> {[3a, 4b/1] + [3b, 4a/7a]}

The advantages of the repeated items for each type in the latter gives further space for including the various contextual variants in the formulation of the metaphorical forms. Therefore, the example “*The isolation from family and friends leads to depression and behavioural problems*” can also be matched with Ravelli’s (1985, 1999) categorisation of GM at ‘higher level syndrome’ as;

$$1^{\text{st}} \{[1] + [3b]\} + 5b + 2^{\text{nd}} \{[1] + [3b/1]\}$$

For tracking the development of this feature across the students’ texts, I selected one student from each group of HGS, MGS and LGS for the analysis. For the sake of simplicity, the term “*sentence*” in the traditional grammar is used for the “*clause complex*” in SFL in referring to the students’ texts. The following table is the pre-test text by HGS1.

**Key:** Double underline = figure for sequence via casual process type; Underline= figure for sequence via relational process type; [...]= clause embedded as entire noun group; [...] = clause embedded as Qualifier in a noun group

**Table 6.6** Pre-test text by HGS1

1. There are lots of reasons   that people prefer [to study abroad.]
2. <u>Intelligent students</u> [[ <u>who have not best education facilities such as research and so on,</u> ]] <u>emigrate to developed countries</u> [to get their purposes.]

- |   |
|---|
| <p>3. <u>[[Because there are more prosperous chances of work, economic welfare, social and political freedom and so on,]] the intelligent students from underdeveloped countries [[attracted by them]] and prefer to live in developed countries.</u></p> |
| <p>4. and <u>this factors cause brain drain issue.</u></p>  |

Though it can be argued that this text lacks many features of a good piece of writing, it has some features which capture the attention. In the first sentence, for instance, the congruent sequence of projection is employed to relate two simple clauses for setting up the scene. On the basis of this postulation the rest of the text is constructed. The second and the third sentences are used to explain the reasons that the students choose to go to the developed countries. For doing this, in the second sentence the relational process as in a Carrier and Attribute relationship is employed to relate a compound noun followed by an embedded clause to a nominal group. In the third sentence, the same relationship is established through the relational process for justifying the reasons for choosing the developed countries by the students. However, in spite of several nominalisations before the compound noun, i.e. “*the intelligent students*”, the addition of embedded clause, i.e. “*attracted by them*” which carries a negative connotation and the conjunction “*and*” before the verb “*prefer*” have obscured the entire meaning of the figure. The entire text is concluded in the last sentence. The author has deployed Macro phenomena, i.e. “*this*” and the nominalisation of a process construed as Thing, i.e. “*factor*” which are related through the metaphorical construal of process “*cause*” as a relator. Halliday (1994) and Halliday and Matthiessen (2006) classified such structures under the subcategory of ‘enhancement’. Martin (2009) underlines the importance of such structures in the humanities for developing the field knowledge. Therefore, in spite of the fact that this text is far from a developed piece of text and there are only a handful of sentences, the relative cohesion and the presence of the metaphorical features suggests that this student has started her writing course from a relatively developed stage.

The analysis of the pre-tests texts by MGS1 and LGS1 revealed similar result which was observed in the pre-test text by HGS1. However, a comparison between the pre-test and the exposition texts revealed the development in taking stance and reasoning similar to the structure of argumentative genres explored in the chapter four. Amongst the other things, one of the identified features was the metaphorical construal of figures for sequences. However, in order to show the development of this feature of academic writing across the students’

texts, I selected one of the texts for the presentation. The following table is the analysis of the exposition text by LGS1.

**Table 6.7** Exposition text by LGS1

<p><b><u>Most of the people, specially young students have a dream of continuing their studies abroad.</u></b>          [[but it seems]] some of them do not consider the problems and difficulties   that they will encounter in other countries.</p>
<p><b><u>firstly the students will have economically problems both in studies chargs and in life expensis.</u></b>          Elaboration <b><u>Therefore their families have to take responsibility of providing them economically, otherwise the students must find a soutable part-time job [to undertake life costs.] Of course finding job in a country with different language and culture ha it’s own difficulties.</u></b></p>
<p><b><u>Secondly, living alone in a new country far from family will cause some psycdlogical problems for them.</u></b>          Elaboration <b><u>They will really feel the great lack of their families assurance and affection.</u></b></p>
<p><b><u>The third significant problem is the great differences between the students native language and the language of the country [they want to continue their studies there.]</u></b>          Elaboration [[even for doing simple daily actions or tasks, for example,[[ shopping, [[taking txi, [[eating food in a restaurant and [[as mentioned earlier finding job, etc]] ] ] ] ] ] ] ] ] ] ] <b><u>they will face with a lot of problems.</u></b></p>
<p><b><u>[[It seems]] overcoming the language related difficulties will be easier for students [[who study a foreign language or [[at least have the knowledge of the language [[which is spoken in the country [[they want to continue their studies.]] ] ] ] ] ] ] ] ] ] ]</u></b></p>

In comparison with the pre-test text, this student has developed the metaphorical realisation of figures for sequences. Similar to the pre-test text by HGS1 above, this student has also deployed this feature in her pre-test text without much textual cohesion. However, this deployment in the exposition text has largely been along with the textual integration. For example, the ‘activity sequences’ in the preview are expressed briefly through the congruent realisation of paratactic clause complex. It has been maintained throughout the text in the metaphorical realisation of figures for sequences in sentences numbers 3, 7 and 9. In the metaphorical sequences of number 3 and 9 Carrier, Attribute and Token, Value relationship and in the sentence number 7 the subcategory of enhancement is recruited for reasoning against studying abroad. Derewianka (1999) argues that this way of packing the information is one of the sign of linguistic maturity. Mickan and Slater (2003) in comparing the linguistic maturity of native and non-native speakers in assessing the IELTS academic writing module found out that the native speakers are more successful in fulfilling this task than non-natives.

They identified this maturity in constructing nominalisation as a normal component in the native students' texts, whereby this deployment in non-native speakers was rare and mostly took place through the congruent way of packing the information. They assumed the familiarity of the native speakers with field knowledge as one of the reasons for their success—possessing the required meaning potential.

However, as discussed in the methodology in chapter three, a particular attention was paid for building-up this potentiality through the genre-based pedagogy in designing each stage of the teaching and learning cycles. Moreover, the prompts which were introduced for taking the mid and final term exams were also concentrated on the sphere of the field knowledge which was rehearsed during the teaching and learning cycles. Therefore, the revelation of the fact that the students have indicated the development in deploying this linguistic feature may also be related to the introduction of the field knowledge through the genre-based pedagogy. This idea is reinforced when the comparison is made between the pre-test and post-test texts.

It was observed, for instance, that there is not this type of metaphorical sequences in the pre-test text by the majority of students including the pre-test text by LGS1. Her pre-test text contains only one kind of metaphorical realisation as in Token and Value relationship and there is no textual integration as such between the metaphorical sequence and the rest of the text. This lack of cohesion is further reinforced by the lack of supporting ideas. This is while in the exposition text both the metaphorical and the congruent forms are largely deployed along with each other. This implies that the deployment of the metaphorical sequences necessitate further explanations. The explanations in the students' texts have largely been identified with the congruent deployment of sequences as a parallel "*local complements*". Therefore, a kind of "*internal complementarities*" was observed in the exposition text.

It was also observed that the students have maintained the deployment of the metaphorical features in the supporting sentences, too. In the sentence number 10 above, for instance, a complex form of the metaphorical realisation of sequence is deployed. The sequence is an example of the subcategory of enhancement which contains five embedded clauses before the subject of the figure, each of which refers to a different aspect of possible hardship in taking the opportunity of studying abroad. The move towards this type of text construction seems to be compatible with Gerot's (1995:76) claim that heavy nominalisation makes a text prestigious, abstract, formal and impersonal. The impersonal effect produced through in-

clause causality in the metaphorical realisation of sequences involves the interpersonal aspect, too. Martin and White (2005) explain this phenomenon in Appraisal theory under the system of ENGAGEMENT. However, the exploration of this phenomenon is out of the scope of this research and it requires a separate comprehensive analysis.

Two other students including HGS1 and MGS1 have also developed this linguistically complex feature in their exposition texts. It was observed that similar to the exposition text by LGS1 these students have also developed this linguistic feature. In the sequence “*they provide them with high-quality of studying to attract their attention*” by HGS1, for instance, the combination of a Macro-phenomena, i.e. “*they*”, which refers to the developed countries in the previous sentence is deployed with the metaphorical construal of the process “*provide*” as a relator which is connected to a prepositional phrase and the following qualifier. Likewise, in the sentence by MGS1 “*Studying abroad nowadays is one of the desires of young people in developing countries*” an embedded clause is related to a nominal group through a relational process as in Token and Value relationship. The “*cause and effect*” relationship in the first example and Token and Value in the next are the sample of reasoning which correspond with the argumentations made at the generic structure. However, the overall comparison of the pre-test and exposition texts by HGS1 and MGS1 indicated that their texts are textually much integrated than the exposition text by LGS2.

The analysis of the discussion texts proved that the students have developed this feature even more effectively in compared with the previous texts. In most of the cases even the “*visible features*” such as the number of words and clauses were more than the pre-test and exposition texts. The following table is a sample of analysis from the discussion text by MGS1.

**Table 6.8** Discussion text by MGS1

1. Nowadays video games are very popular and current.
2. <b><u>These games have gathered many fans for itself in all over the world.</u></b>
3. <b><u>The big group of these games’ fan are belonged to children video games [now are available for children in every where even in children’s own houses]</u></b> so they play with them whenever they want.

4. <b><u>In fact video games have become one of the most interesting intertainment for children.</u></b>
5. Many parents and researchers believe that these games may have some harmful aspects while the children themselves and some other experts agree with video games.
6. there are arguments, therefore, both for and against video games.
7. <b><u>One of disadvantages of video games is about children's behaviours.</u></b>
8. Children who play as much video games they can become nervous and aggressive.
9. Because when they play them just want to win.
10. So they are under the pressure of winning.
11. <b><u>This anxiety make them nervous</u></b> and when they continue to play more and more <b><u>they change into nervous and aggressive persons.</u></b>
12. <b><u>Another argument about disadvantages of video games is about obesity.</u></b>
13. <b><u>Playing video games cause obesity-inducing between children.</u></b>
14. Because children who are interested to play compute games don't have any physical activity when they are playing.
15. In past children play more activity and they have more movement and motion.
16. But nowadays with these interesting games, children have less tendency to play ancient games.
17. so little by little obesity is been current between these children.
18. <b><u>Furthermore playing these games extravagantly cause that children be nouty and lazy about their school's homeworks.</u></b>
19. Most of the children, when arrive home, before doing homeworks want to play games and this cause they pay less attention to lessons, so they may get bad marks.
20. Although there arguments against video games, but some socialists and psychologist believe that <b><u>these games help children [to gain some social skills]</u></b> and they can develop their social behaviours.
21. <b><u>For example [[with playing games like Sherek]] children can learn some good behaviour from these game's heroes</u></b> that they can use them in their ordinary life.
22. In conclusion, it seems that <b><u>disadvantages of video games are more stronger than good aspects of it.</u></b>
23. So we can say that <b><u>[[playing these games extremely,]] can cause behavioural problems such as nervousness.</u></b>

**24. In addition, it cause obesity-inducing between children [that is very big and important in industrial societies] and also may cause some educational problems such as bad marks and even educational-fall**

Apart from the development in the general features such as the number of words, clauses, etc., the deployment of the metaphorical sequences have increased substantially both in kinds and quality. The metaphorical sequences in the form of ‘favourite clause types’ have been deployed in Token, Value or Carrier, Attribute in the relational processes or as a logical meaning in the cause and effect relationship. It was observed that this development has not been one here and one there to be separable from one another, but as the interrelated elements in the fabric of the text. This in turn has contributed to the development of the “*web of textuality*” within which the reasoning “*for*” and “*against*” the video games are developed. However, the balance between the reasons has not well established so that, as it is evident from the table above, there is only one argument and a supporting sentence which advocates the advantage of playing video games. This is while three arguments and the concluding section are all about the disadvantages of playing games.

The analysis of the discussion texts by HGS1 and LGS1 also revealed the development of the metaphorical sequences in comparison with the previous texts. It was observed that the same metaphorical realisation of sequences is deployed across the three students’ texts. Similar to the exposition texts, these students have also developed a mixed set of metaphorical deployment from the subcategory of expansion. The complexity and the integration of the texts have further increased by the deployment of preview through complex nominalisation.

The “*internal complementarities*” through the deployment of this feature contributed both for the integration within the text and the creation of field knowledge. Martin (1992, 1993 and 2002) explains the importance of GM in formulating the field knowledge. Martin (2006) by appealing to Bernstein’s (1996, 2000) and Muller’s (2000) notion of ‘vertical knowledge’ in science and academic writing relates them to Halliday’s (1994, 2004) and Halliday and Matthiessen (2004, 2006) notion of GM. Bernstein (2000:157) distinguishes between everyday ‘horizontal discourse’ and the ‘vertical discourses’ of humanities and sciences including the social sciences. He defines the horizontal discourse as ‘a set of strategies which are local, segmentally organised, context specific and dependent, for maximising encounters with persons and habitats...’ In contrast, he claims that the vertical discourse ‘...takes the form of a coherent, explicit and systematically principled structure, hierarchically organised as in



the sciences, or it takes the form of a series of specialised languages with specialised modes of interrogation and specialised criteria for the production and circulation of texts as in the social sciences and humanities’.

According to Martin (2006), as far as Bernstein’s (2000) vertical discourse is concerned, the main contribution of SFL to date has been to identify GM as a key linguistic resource which is used in vertical discourses. Martin (2006) refers to the role of GM through the deployment of taxonomies of elemental metaphor in packing up the related information in the form of nominal groups so that they can be defined and related to one another. As pointed out, Halliday (1998a) and Halliday and Matthiessen (2006) define this clustering of elemental metaphor as the ‘syndrome’ of GM, which takes place at different syntagmatic orders including in the shift from the congruent sequences to the metaphorical figures. However, Martin (2007) argues that Bernstein’s (2000) definition is limited to the ideational aspect only, while in SFL this can be stretched into the interpersonal metaphor as well.

The qualitative analysis indicated that the “*local complementarities*” in the metaphorical deployment together with its agnate congruent types, i.e. the parallel congruent system in the ideational semantic constituted the “*internal complementarities*” at the level of lexicogrammar. This system in turn has largely corresponded with the deployment of generic structures at the level of genre in the majority of the students’ post-test texts. That is to say, the ideational grammatical metaphor reflected the same meaning in the students’ exposition and discussion texts which was once operated at the generic structure but was now evident at a level below—the lexicogrammar. As it was observed, this became largely possible through the move from simple “*intra-clausal*” relation in the congruent forms to the finer “*inter-clausal*” for reasoning.

#### **6.4 Summary of findings**

The qualitative analysis in this chapter revealed a relative development of the syndrome of GM at three syntagmatic orders of element, figure and sequence in the students’ post-test texts. This in turn indicated that the students have been able to construct a new system of ideational semantic, i.e. “*local complementarities*” through the metaphorical deployment of elements, figures and sequences. It was assumed that the shift in elemental metaphors and the down-ranking of grammatical movements were the driving force behind the construction of

this system. The contribution of this system was detected by distilling the previously learnt knowledge and building the field knowledge for developing a chain of ‘hidden reasoning’. This feature of GM correlated with the generic structures which were identified in the previous chapter so that GM at the level of lexicogrammar mirrored the generic structures at the level of genre—instantiation. Therefore, it was concluded that the application of the genre-based pedagogy may have been an enforcing factor for the development of GM as an “*internal complement*”, which corresponded qualitatively with the generic structures at the level of genre.

However, Halliday and Matthiessen (2006) argue that this correspondence is quantitative as well. In the previous chapter, I looked at the quantitative aspect of such complementarities for finding a relationship between GM and the types of genres. It was found that the primary metaphor, i.e. process to Thing and quality to Thing form the main kinds of GM in the students’ texts. The qualitative syntagmatic analysis of the students’ texts in this chapter also proved that complex processes construed as Thing is the major kind of GM deployment in the structure of metaphorical deployment of elements, figures and sequences across the students’ texts. Therefore, it is concluded that Halliday and Matthiessen’s (2006) postulation in both quantitative and qualitative complementarities is maintained in the context of this study through the application of the genre-based pedagogy.

## **CHAPTER 7**

### **Discussion, implications and conclusions**

#### **7.1 Introduction**

The study has explored the contribution of introducing the genre-based pedagogy into a class of EFL academic writers in Tabriz. A possible impact of this pedagogy on developing the linguistic consciousness raising was investigated from generic structure at the level of genre and GM deployment at the level of lexicogrammar. Now that some aspects of the context and text have been individually analysed in the students' texts, this final chapter draws together the findings from the previous chapters and concludes the study. Answers to the research questions are extracted from the findings of the analysis chapters. An acknowledgment of the limitation of this study is notified and the theoretical and pedagogical implications for future researches are discussed. Some directions are proposed for future investigations.

#### **7.2 Final discussion and answer to the research questions**

The main question of this study has been the exploration of the impact of the genre-based pedagogy in developing EFL students' argumentative writing in Tabriz with particular focus on generic structures and GM deployment. The key findings of the analysis indicated a significant shift across the three texts and demonstrated that the majority of students developed texts from structurally deficient and persuasively inadequate to coherent, persuasive and readable texts. The majority of the pre-test texts matched neither the Sydney genre school prototype structure nor the metaphorical deployment of GM. On the contrary, the post-test texts closely matched with both the Sydney genre school prototypes and the metaphorical deployment of GM. Furthermore, after the introduction of the genre-based pedagogy the majority of texts indicated the complementarities between the generic structure and GM—both qualitatively and quantitatively. It was concluded that the explicit modelling procedures at the level of genre and conscious exploration of GM deployment at the level of lexicogrammar, which were carried out during the course implementation, may have been influential in promoting such development. I shall discuss further details separately at the generic structures and GM in the following sections, respectively.

### 7.2.1 The genre-based pedagogy and its impact on generic features

The analysis across the three phases in the students' texts indicated that after the application of the genre-based pedagogy a considerable progression was observed in the deployment of generic structure among the majority of students' texts. However, it was also noted that some students recruited an unfamiliar rhetorical feature across their texts which was named as “*a cyclical way approach*”. This term was coined to address the rhetorical way of text construction which emanated from the native cultural understanding of the students and hindered the assertiveness and persuasiveness of arguments required for developing the argumentative text-type in the target English language. Although the deployment of this feature was reduced towards the end of the application of the pedagogy, it was still present in some students' texts. However, this rhetorical feature indicated dual positive and negative functions across the students' texts. In the positive form, for instance, it helped the students with better management of the discussion texts and with the inclusion of embedded exemplum. In both the discussion genre and the embedded exemplum in the English language it is necessary to consider both sides in a cyclical manner. The disadvantages of the negative form was that, it reduced or hindered the persuasiveness and assertiveness of arguments by substituting unknown features such as “*rejection*” for the expected rhetorical feature of “*recommendation*”. The following figure is a conceptual representation of the system of making meaning which was observed in the process of analysis in the students' texts:

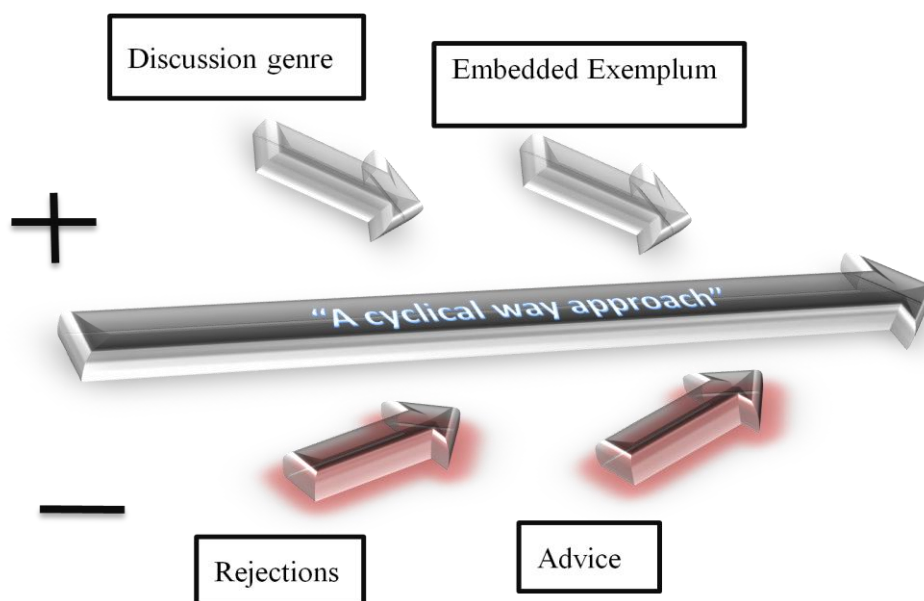


Figure 7.1 “*A cyclical way approach*” and its function in students' texts

The finding suggests that EFL teachers need to remind themselves of the potential cultural issues whenever implementing syllabi for ESL and EFL classrooms, specifically in writing courses. One approach is to provide the students with conscious modelling of the target text and at the same time to engage them in actual writing activities. There are some guidelines in the literature which paved the ground for implementing such pedagogies. Feez (1998), for instance, extends the scope of the genre-based pedagogy from the three major phases (Martin and Rose 2009) to five stages. These stages provide further options for the teachers to manoeuvre with their immediate contextual demands. The first item which is related to building the context makes it possible to build the students' knowledge and at the same time to accommodate their cultural understanding by introducing the relevant topics. The second phase is shaping the shared input in the form of target language with almost no direction on the part of the instructor. The third phase gives partial authority for the students to exercise their independence by producing several drafts. The last two phases give a larger role to the students as they aim to construct their texts independently. The students gain the ability to differentiate and relate their texts to other text types. In this study these guidelines were deployed at different stages of the teaching and learning cycles.

### **7.2.2 The genre-based pedagogy and its impact on GM deployment**

The analysis revealed that after the application of the genre-based pedagogy the students developed GM deployment both at the paradigmatic and syntagmatic orders.

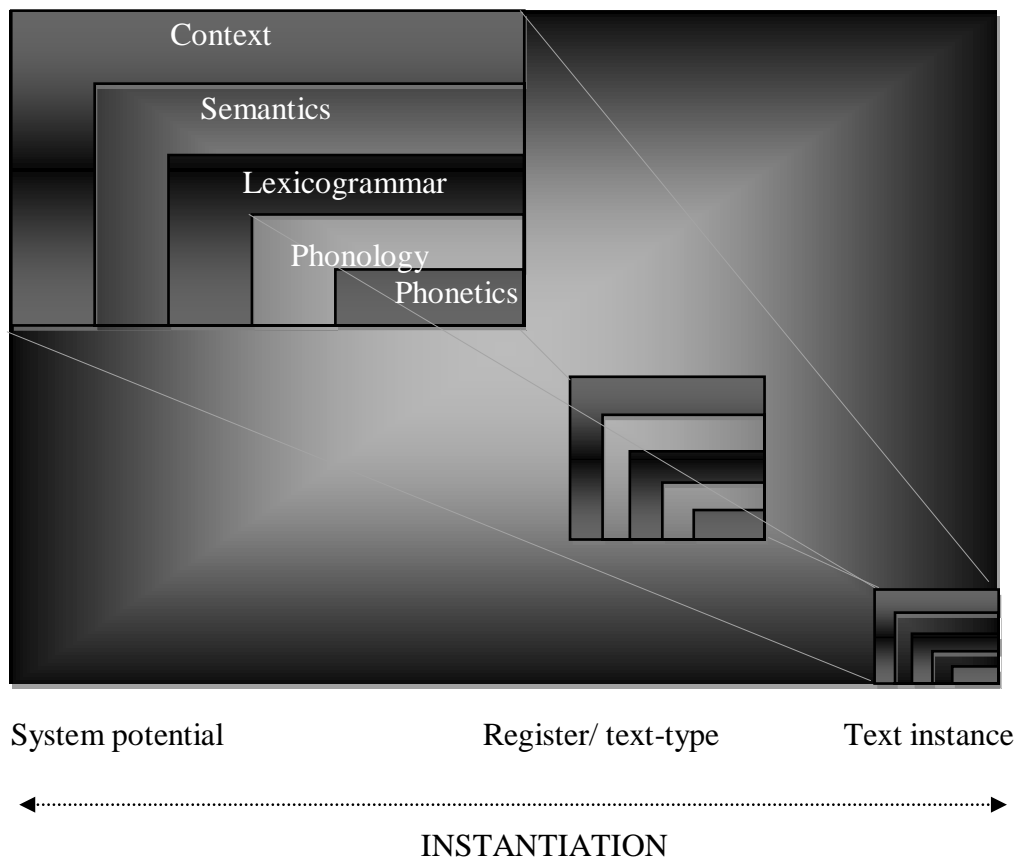
The quantitative analysis of the students' texts revealed that the students had substantively developed the metaphorical deployment of processes in their post-test texts. A finer analysis of this type of nominalisation indicated that the major deployment is related to the complex processes construed as Things. The analysis in turn revealed that the type of complex processes construed as Thing is sensitive to the type of genre; it fluctuated across the students' texts. However, it was observed that the students deployed some unidiomatic forms of nominalisation, for example, by adding unfamiliar suffixes.

The qualitative analysis of the students' texts at the syntagmatic order indicated the development of three metaphorical realisations of element, figure, and sequence in the students' post-test texts. If the deployment of elements and figures enhanced the students' linguistic consciousness in opting for extra options, the deployment of sequences shifted the

balance from “*intra-clause*” logic construction in the form of conjunctions to “*inter-clause*” reasoning, which were largely realised as verb for relator between a clause and a nominal group or between two nominal groups in ‘favourite clause type’. This shift in turn contributed to the hidden reasoning in the students’ texts in which their texts sounded more persuasive and assertive with strong arguments. The analysis of the pre-test texts by some students also indicated the deployment of the metaphorical realisations similar to the post-test texts. However, the metaphorical deployments in the pre-test texts were not as persuasive and assertive as in the post-test texts. The reason lay in the configuration of congruent and metaphoric deployments in the post-test texts in comparison with the sole and scattered metaphoric instances almost without such “*web of connectivity*” in the pre-test samples. In fact, the configuration between the congruent and metaphoric deployment in the post-test texts created “*local complementarities*” and reflected back in the expansion of meaning potential. In another word, the deployment of GM as a representative of field knowledge contributed to the expansion, elaboration and enhancement of meaning across the students’ texts. The comparison between the realisation of element, figure, and sequence with the paradigmatic realisation revealed that the deployment of complex processes construed as Things was the major kind of metaphor in their construction as well. This role was highlighted when the students deployed an unidiomatic form of nominalisation. This kind of deployment ended in unidiomatic expressions which were close to translation from the students’ national language—Persian.

Apart from some shortcomings in the students’ texts, the finding of this research counters some claims that teaching genres is simply the act of mixing pre-determined qualities in combining activities. Rather it became clear that after the application of the genre-based pedagogy the students gained a kind of linguistic consciousness in relating one part of the text to other, as a sign of developing potentiality. The comparison between the deployment of generic structures and GM among the selected texts revealed that there are complementarities between GM deployments with generic structures. In fact the complementarities unfold in the overall meaning potential, which instantiated from the deployment of argumentative text type in the teaching and learning cycles, and ended up as an ‘instance’ in the form of students’ texts—the representative of the overall meaning potential. Halliday and Matthiessen (2004) argue that this is not only related to one metafunction but it takes place experientially, interpersonally, and textually altogether. The following figure represents the development of this potentiality in the students’ texts.

Interpersonal textual **Experiential** logical



**Figure 7.2 The system potential and the complementarities between GM and generic structures in the students' text**

The experiential aspect is highlighted because in this study the focus has also been on the role of genre-based pedagogy on the ideational aspect of GM. Each of these metafunctions requires a comprehensive study of its own kind. Srinon (2011), for instance, found how the genre-based pedagogy added to logical integration of Thais' undergraduate students' texts. The figure also represents the dual coordination between GM and generic structures in maintaining such potentiality. That is to say, the change in one largely mirrors the other so that it instantiates from text to text-type and system as a whole and back again. Therefore, as the deployment of complex processes construed as Things indicated in the students' texts, their quantitative proportion and their qualitative deployment in element, figure, and sequence fluctuated across the text-types. This supports the approach that the genre-based pedagogy contributed to the students' consciousness in developing their argumentative texts.

### **7.3 Limitations of the study**

This study was limited by a number of factors. First, it was limited by the identification and the analysis of resources in linguistic consciousness-raising across the undergraduate EFL students' argumentative texts. The argumentative texts, the pre-test before the application of the genre-based pedagogy and the post-tests, i.e. the exposition and the discussion texts produced after the application of the pedagogy, were the main focus of this study. The second limiting factor was the data analysis and its interpretation which included 27 sampled texts from the nine students' pre-test, exposition and discussion texts. The analysis only concentrated on the ideational aspect of GM deployment. The third limiting factor was exclusion of the investigation and the assessment of teaching quality and the way the genre-based pedagogy was applied and how this might have impacted the students' texts. This contextual factor could by itself have formed a comprehensive study and it was excluded from the analysis. The fourth limiting factor was the application of this pedagogy over a long period of time and any systematic impact which it could have had on the students' texts. In spite of these limitations, the analysis still provides a strong indication that the application of the genre-based pedagogy may have been a contributing factor in developing the linguistic consciousness across the students' argumentative texts. However, further investigations are needed to highlight aspects of the impacts of this pedagogy at different tertiary educational contexts in Iran.

### **7.4 Directions for future research**

The findings from the analysis of the students' texts suggest options for future research.

On the basis of the students' classification into different levels of HGS, MGS, and LGS the study concentrated on the development of generic features at the broader genre staging and the deployment of nominalisation at the level of lexicogrammar. The first direction for future studies might be a comparison between each text type from different groups of HGS, MGS, and LGS by means of generic structures and nominalisation deployment. The second direction could be the extension of the study into different tertiary contexts to find the functionality of the pedagogy. The third direction might be the extension of the study into other areas of meaning making such as the interpersonal and textual consequences of the deployment of nominalisations in the students' texts.



## **7.5 Conclusions**

The study indicated that after the application of the genre-based pedagogy the students' deployment of generic structures and GM developed over the two rounds of teaching and learning cycles in comparison with their pre-test texts. The details of the analysis confirmed Halliday's (1998), Halliday and Matthiessen's (2006), and Ravelli's (1985, 1999) argument that the drift to Thing is the main motif in the ideational GM in the context of this study as well. Yet another important finding of this study was the identification of the correlation between generic structures at the level of genre staging with the deployment of GM at the level of lexicogrammar. While this correlation was haphazard in the students' pre-test texts, it gradually developed in the students' post-test writing. It was concluded that the application of the genre-based pedagogy contributed to the students' consciousness in establishing complementarities between the text and context which is a developed form of meaning potential.

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## **Appendices**

## Appendix A: Course syllabus and teaching plan

### The Syllabus design and Materials for teaching English Argumentative/Persuasive Genres

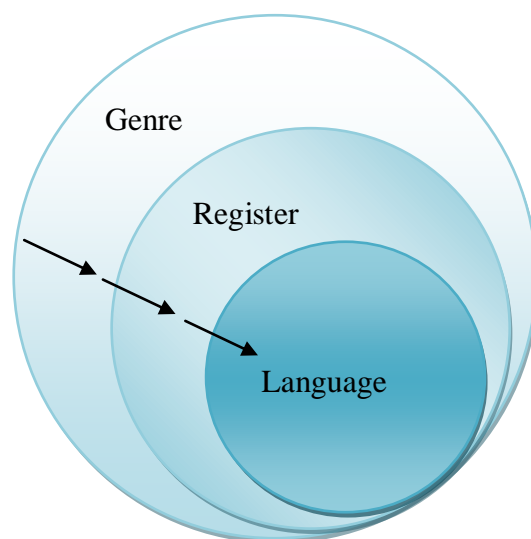
#### 1. Instructor: Aiyoub JODAIRI PINEH

#### 2. The description of the course and objectives:

This course is designed on the basis of SFL genre-based approach for teaching academic writing. The main objective of the course is to help EFL students to improve their academic writing, particularly in two argumentative/persuasive genres, i.e. exposition and discussion.

#### 3. Teaching materials

The materials are the cyclical developments of two genres, i.e. the exposition and discussion genres. The adopted approach for teaching each of these genres is also cyclical starting from the big picture down to the middle ground and the up-close sections. After a proper rehearse in each section, the students will embark on independent text construction.





**Figure** Following Martin's (1992) stratified model

#### 4. Teaching plan


The teaching and learning cycle is divided into 14 weeks with a session per week. This measure is taken both to comply with the target university's curriculum and the materials which are provided for the data collection purposes. The first five weeks are allocated for the

exposition and the next six weeks for the discussion writings. Two sessions are allocated for the mid-term and final exams. In the mid-term exam the students will produce their explosion and in the final six sessions their discussion texts. Before the final exam, the students will be asked to bring their problems and questions to sum up in a separate session. The following tables are the detailed plans:


Week	Description	Activity	Note
(Week 1) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Pre-test (Writing Essays)</li> <li>• <b>Topic:</b> Studying abroad</li> </ul>	Essay writing	<i>Video and Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second hour:</b> Induction to the course, and explanation of the whole syllabus, including Expositions and Discussions Texts</li> </ul>	Lecture	<i>Audio &amp; Video recording</i>
	<ul style="list-style-type: none"> <li>❖ <b>Homework:</b> Students will be provided with sample texts of Expositions (without informing them of the text-type) to read and find the text-type and related generic features.</li> </ul>	Homework	


(Week 2) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Introduction to Expositions genre: ‘definition’, ‘macro structure’, and highlighting some ‘language features’ through the sample text of Video Games.</li> </ul>	Lecture	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second hour:</b> Working with sample Expositions, Video Games, as well as the previously given texts, comparing and contrasting students’ findings (either individually or in a group work activity).</li> </ul>	Task practice	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>❖ <b>Third: Homework:</b> Students will be introduced with three different Expositions, following slightly different persuasions from sample video game text. They will be encouraged to find macro structure of the given genre and get ready for the next session’s class discussion and some peers’ presentation.</li> </ul>	Homework	




(Week 3) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Students will be discussing their own points of view in their group then as a class. It will be followed with peers' presentation on the topic.</li> </ul>	Task Practice & Lecture	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second half an hour:</b> Techniques of developing coherent paragraphing will be introduced. Different consciousness-raising approaches for writing a sound Expositions paragraph (description, enumerative,...) will be introduced. After that, a topic, <b>Video Games in Iranian Families</b>, will be introduced. Students will be asked to produce a sample persuasive paragraph. Before any jottings, they will discuss the issue in their own groups.</li> </ul>	Lecture & Task Practice	<i>Audio recording</i>
	<p><b>Third, the homework:</b> Students will be supplied with ample combination of Expositions and non-Expositions text-types either on Video Games or on Stress. They will be asked to go through the given texts and find the discussed type of the paragraph. They will be encouraged to read more on the topic and find more on Expositions text-types paragraph development. They will also be asked to produce their own persuasive paragraph(s).</p>	Homework	


(Week 4) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Swapping information in groups then as a class discussion. Working more on paragraph developments. Making students aware of using different <b>Connectors</b> in different Expositions.</li> </ul>	Task practice & Lecture	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second hour:</b> Introducing language features: '<b>processes and participants</b>'. Working with sample texts.</li> </ul>	Task practice & Lecture	<i>Audio recording</i>

	<ul style="list-style-type: none"> <li>❖ <b>Homework:</b> Students will be provided with sample texts of Expositions to work more on the discussed language features. They will write another Exposition text for the next session.</li> </ul>	Homework	
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(Week 5) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Discussing the areas of difficulties. Working on language features: ‘<b>nominalisation and abstractions</b>’. Task practice with the sample texts.</li> </ul>	Lecture & Task practice	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second hour:</b> Introducing language features: ‘<b>Modality, Theme-Rheme Units, and Reference</b>’. Working with sample texts.</li> </ul>	Lecture & Task practice	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>❖ <b>Homework:</b> Students will be asked to practice the above discussed and practiced language features with the given texts.</li> </ul>	Homework	


(Week 6) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Discussing the areas of difficulties. Working more on language features, particularly <b>nominalisation and abstractions</b>. Task practice with the sample texts.</li> </ul>	Lecture & Task practice	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second hour:</b> Summing up the whole features of Expositions Texts, including ‘macro’ and ‘micro’ levels.</li> </ul>	Lecture & Task practice	<i>Audio &amp; Video recording</i>
	<ul style="list-style-type: none"> <li>❖ <b>Homework:</b> Students will be asked to produce a coherent Exposition text. They will be asked to upload their sample text to the given web log to share with other members of the class for further feedbacks from each other.</li> </ul>	Homework	




(Week 7) (2 hours)	Midterm Exam	Audio and Video Recording
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Week	Description	Activity	Note
(Week 7) (2 hours)	<b>First hour:</b> Introduction to Discussion genre: ‘definition’, ‘macro structure’, and highlighting some ‘language features’ through the sample text of Advertisement.	Lecture	<i>Audio recording</i>
	○ <b>Second hour:</b> Working through sample texts of Discussion. Identifying macro structure specific to Discussion Texts.	Task practice	<i>Audio recording</i>
	❖ <b>Homework:</b> Students will be provided with sample texts of Discussion and Expositions (without informing them of the text-type) to read at home and find the text-type and related generic features.	Homework	

(Week 8) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Discussing the areas of difficulties. Then, students will be discussing in their groups then as a class. It will be followed with peers’ presentations on the topic.</li> </ul>	Task practice	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second hour:</b> Techniques of developing coherent Discursive Paragraph will be introduced. Different consciousness-raising approaches for writing a sound Discussion paragraph (argument ‘for’ and argument ‘against’) will be discussed. After all, a topic on <b>Advertisement Yes or No</b> will be introduced. Students will be asked to produce a sample paragraph. Before jotting anything, they will discuss the issue in their own group.</li> </ul>	Lecture & Task practice	<i>Audio recording</i>

	<p>❖ <b>Third:</b> Students will be supplied with ample combination of Discussion and Expositions text-types both on Stress and Advertisement. They will be asked to find their similarities and differences. They will also be asked to produce their own discursive paragraph(s).</p>	Homework	
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(Week 9) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Swapping in group information then class discussion. Working more on paragraph developments. Making students aware of using different <b>Connectors</b> in discursive texts and comparing them with Expositions types.</li> </ul>	Task practice & Lecture	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second hour:</b> Working on the text types to identify different types of connectors. Introducing language features: '<b>processes and participants</b>'. Working with sample cloze texts.</li> </ul>	Task practice & Lecture	<i>Audio recording</i>
	<p>❖ <b>Homework:</b> Students will be provided with sample texts of Discussion to work more on the discussed language features. They will also write sample discussion text for the next session.</p>	Homework	

(Week 10) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Discussing the areas of difficulties. Working on language features: '<b>nominalisation and abstractions</b>'. Task practice with the sample texts.</li> </ul>	Lecture & Task practice	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second hour:</b> Introducing language features: '<b>Modality, Theme-Rheme Units, and Reference</b>'.</li> <li>○ Working with sample texts.</li> </ul>	Lecture & Task practice	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>❖ <b>Homework:</b> Students will be asked to practice the above discussed and practiced language features with the given texts.</li> </ul>	Homework	
(Week 11) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Discussing the areas of difficulties. Working more on language features, particularly <b>nominalisation and abstractions</b>. Task practice with the sample texts.</li> </ul>	Lecture & Task practice	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second hour:</b> Summing up the whole 'macro' and 'micro' levels in Discussion Texts.</li> </ul>	Lecture	<i>Audio &amp; Video recording</i>
	<ul style="list-style-type: none"> <li>❖ <b>Homework:</b> Students will be asked to produce a coherent Discussion Text They will be asked to upload their sample text to the given web log to share with other members of the class for further feedbacks from each other.</li> </ul>	Homework	
(Week 12) (2 hours)	<ul style="list-style-type: none"> <li>• <b>First hour:</b> Discussing the areas of difficulties. Presenting some of students' writings. Highlighting different uses of introduced features.</li> </ul>	Task practice	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>○ <b>Second hour:</b> Free writing on the topic.</li> </ul>	Lecture & Task practice	<i>Audio recording</i>
	<ul style="list-style-type: none"> <li>❖ <b>Homework:</b> Students will be asked to produce a coherent Discussion Text.</li> </ul>	Homework	

<b>Week</b>	<b>Description</b>	<b>Note</b>
<b>(Week 13)</b>	<b>Summing-up the whole semester activities</b>	<b>Two hours</b>
<b>(Week 14)</b>	<b>Final Exam (Writing a Discussion Text)</b>	<b>Two hours</b>

### **5. Evaluation:**

The evaluation will be judged on students' performance during the semester as well as on midterm and final terms result. Therefore, the evaluation will be:

Attendance/Participation	20%
Midterm tasks/exam	40%
Final tasks/exam	40%
Total	100%

<b>Midterm exam</b>	Writing an Expository Essay	40%
<b>Final exam</b>	Writing a Discursive Essay	40%

### **6. Students consultation:**

After each session, students can consult the areas of difficulties in my office at Tabriz University.

## Appendix B: Teaching syllabus

### Writing Argumentative Texts

In this course the social purpose of exposition and discussion genres will be discussed. After a brief introduction on their similarities and differences, generic structures and linguistic features of each text type will be covered. The detailed procedures for carrying the teaching syllabus are provided at different parts.

**Table B.1** A comparison between generic structures in exposition and discussion genres

Exposition			Discussion		
The one-sided argument either in “ <i>favour</i> ” or “ <i>against</i> ” it			The two-sided arguments of “ <i>for</i> ” and “ <i>against</i> ”		
Stage		Purpose	Stage		Purpose
<b>Introduction</b>	Orientation	Introducing the subject of the essay	<b>Introduction</b>	Orientation	Introducing the subject of the essay
	Thesis			Issue	The survey of positions
	Preview	the arguments that will be presented		Preview	the arguments that will be presented
<b>Body</b>	Argument in Support of the thesis	Point-Elaboration	<b>Body</b>	Argument “for”	Point-Elaboration
	Argument in Support of the thesis	Point-Elaboration		Argument “against”	Point-Elaboration
				Argument “for”	Point-Elaboration
	-----	.....		.....	.....

<b>Conclusion</b>	Reinforcement	Restatement of the writer's position	<b>Conclusion</b>	Recommendation	The author concludes by emphasis on one side of the argument
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## Appendix B part 1: The exposition writing

**At the end of this part, you should be able to:**

- Know the purpose of Expositions texts
- Understand the structure of Expositions texts
- Have worked with several samples of Expositions
- Write your own Expositions

### ☺ Features of exposition genre

The term Exposition is referred to a type of a written text which is used to 'explain', 'describe', and 'give information'. The creator of an expository text cannot assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed. The author *should* try to use words that clearly show what they are talking about rather than vaguely telling the reader what is being discussed. Since clarity requires strong organization, one of the most important mechanisms that can be used to improve our skills in exposition is to provide directions to improve the organization of the text.

Expository text can vary in nature. Some have common formats, and some are slightly different. However, most of expository written texts has the following characteristics: 'how-to' (procedural), 'definition', 'description', 'persuasion', 'analysis', 'classification', and 'comparison'. These are the characteristics of type of writing that most of us encounter in our daily lives.

When you pick up and read a 'non-fiction book', 'magazines', or 'newspaper article' the author uses expository writing to inform you about the topic. At school, students are required to submit school exams and research papers as a means for their teachers to grade their progress. Finally, at work, people need to argue and defend their own status particularly when are questioned by higher levels of the company. As each of these different cases illustrate, expository writing surround us in our everyday lives. Then this course will help us to move closer mastering the hows, whens, and wheres of written expository styles, and their appropriate deployment.

Expositions essay argues a point of view, and persuades audience(s) for accepting it. Usually, it has three main parts, such as:



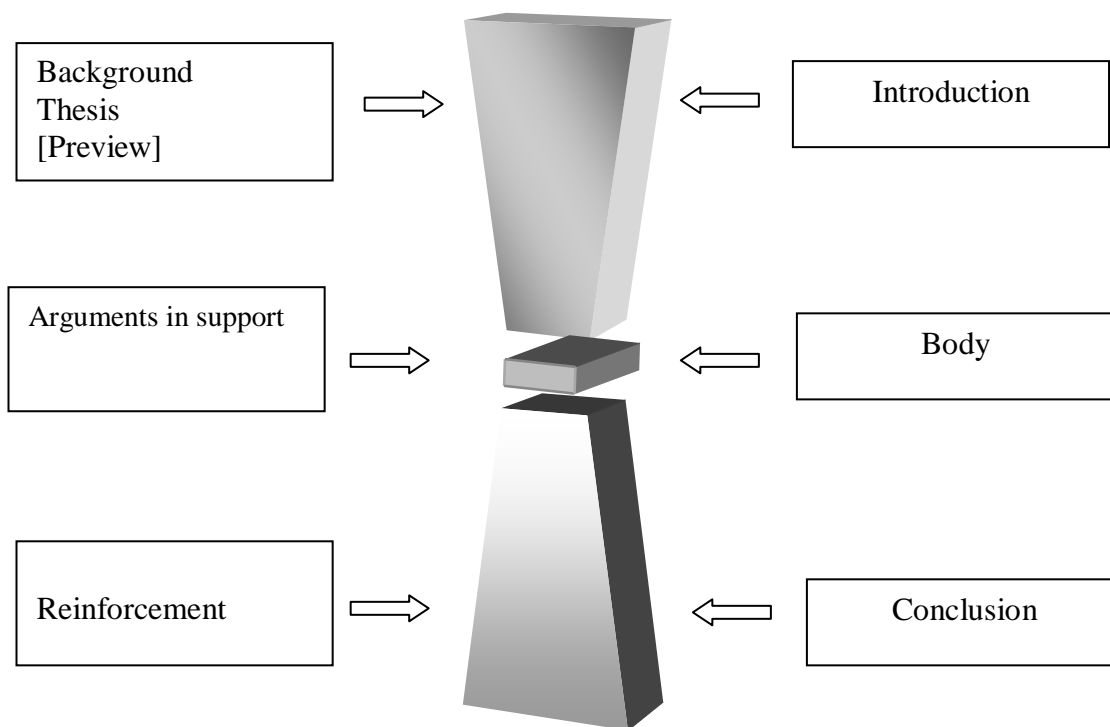
1. **Introduction: Thesis** or author's point of view is given in the introduction. Introduction also may include a preview of the argument that will follow the next.
2. **Body:** A series of arguments to convince the audience
  - Each new paragraph begins with a topic sentence that introduces a new argument;
  - After the topic sentence comes details that support the argument;
  - Emotive words are used to persuade the audience into believing the author.
3. **Conclusion:** Sums up the argument
  - Restatement of the thesis (point of view)
  - Summary

### ☺ Stages of exposition essay

📖 In Expositions text, the writer expresses his/her opinion about certain points. S/he aims to persuade the reader to the writers' her point of view. The followings are the stages for writing an argumentative essay.

The generic structures in exposition text-type

Stages of argumentative essay (parts)	Purpose of stage	
<b>Introduction</b> Gives an overall view of the essay	<b>General statement</b>	States what the issue or topic is
	<b>Definition (s) (optional)</b>	States important technical words to the reader
	<b>Thesis</b>	States what you think about it
	<b>Preview/scope or essay map</b>	States the reader what parts of the topic will be included in the essay
<b>Body</b> The main part of the essay, where evidence is presented with support	<b>Arguments</b> (showing the writer's position)	States the reader, along with evidences which support the thesis. The strongest ideas usually come first.
<b>Conclusion</b> Reiterates the Thesis (no new evidence is given in the conclusion)	<b>Summary</b>	Gives the reader a brief reminder of the main ideas, while restating the thesis.
	<b>Recommendation</b>	States the reader what writer believes is the best, considering the evidences in the essay.



**Figure B. 2 Functional stages of exposition genre**

## **Reading:**

In order to get familiar with different samples of expositions texts, we will consider several texts in different subjects. First, read through the following sample expositions texts, and then answer the following questions:

### **Exposition text example 1**

#### **The Canterbury Council**

I think the Canterbury Council should construct more Activity Centres in most areas. Firstly, children can keep busy as well as have fun in the holidays. Secondly, they learn a lot about how to do certain things. Finally, it might stop children vandalising properties that do not belong to them because they can go to the Activity Centres.

During the school holidays, many children who do not have much on their minds can attend their local Activity Centre. It will keep them busy and they can also learn to do lots of different things.

Another reason is children can encourage others to attend the local Activity Centre. These way children will not get so bored because they can have lots of fun.

Moreover, it could stop children from vandalising other's property because they have better things to do like going to the Activity Centre and having fun and enjoying themselves.

These are the main reasons why I think we should have more Activity Centres. It will be very educational and a very good experience for lots of children.

## **Expositions text example 2**

### **Skateboarding in the suburbs**

Anybody over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and little old ladies can be knocked down as they struggle home carrying their cat food from Coles.

Thunderous rattles are heard on our main roads each night as skaters travel without lights and without warning in the paths of oncoming cars.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when group practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming over weight couch potatoes. If they are actively involved in skating, they are not smoking, taking drugs or breaking other laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180s, 360s and Ollies free from restrictions. We must build skate parks in the suburb so that streets are safe for small children and senior citizens and so that skaters have spaces where they can race, chase, speed, and soar towards the sun.

## **Expositions example 3**

### **Protect our national parks**

Trail bikes and the damage they cause have become a major problem for rangers in our National Parks. There are many reasons for this.

Firstly, bikes ridden in the same area again and again, cause severe damage to the native plants in the area. Tracks made through the bush also add to the problem of soil erosion.

Secondly, the noise from trail bikes spoils the peace and quiet of the bush for other visitors. As well as this, native animals that inhabit these parks are scared away from their natural environment and often die before they find shelter.

In order to try solving this problem, rangers could impose higher fines for people caught riding in the park, as well as confiscating their bikes.

Another solution would be to have more rangers patrolling the areas that have become popular bike trails.

Finally, an additional way of helping the situation would be to make the public more aware of the damage caused by bikes by putting announcements on the television and signs or posters throughout the parks.

**Activity:**

Spend some time reading through the above essays. Underline any words or phrases which you have difficulty in their understanding. Discuss these with members of your group (or this may be done individually).

In discussion with members of your group (or the class as a whole) seek to supply answer to the following questions:

[**Note:** You can classify your answers into **text1**, **text2** and **text 3**.]

	<b>Question</b>	<b>Answer</b>
<b>1.</b>	What is the thesis or major proposition of the above texts?	
<b>2.</b>	Identify a place in the essay where the writer comprises his/her point? How many arguments can you identify?	
<b>3.</b>	In which part of the essay the writer elaborates on his argument? How many elaborations are made?	
<b>4.</b>	Has the author(s) of the text pursue his/her reader to the highlighted point?	
<b>5.</b>	Do you think that the writer has vividly explained the case? Is her position clear enough to understand? Did you end up with a clear cut definition made by the writer? Why this was the case? Why do you feel the writer was either successful or unsuccessful in approaching the topic?	
<b>6</b>	How the writer has summed up his argument? Has any conclusion been made?	

**Activity:**

Read the above texts again, and then divide it into its generic structure and functional elements. In introduction, for example, you should divide it into its component parts: [*position and preview*].

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 **Sample reading materials for building field knowledge:**

**Get the ability to live alone and survive**

Going abroad to study means far more than learning. The book "Intercultural journeys: from study to residence abroad" (Jackson, Jane, 1954, Intercultural journeys: from study to residence abroad) already talk about this issue. This book focus on the actual experiences of L2 students who travelled from their homes to foreign lands as part of a faculty-led, short-term SA program, the author explores the linkage between intercultural awareness and sensitivity, language development (e.g., sociopragmatic awareness), and identity reconstruction in young adult L2 learners"--Provided by publisher. Generally, the first thing you need to do is to survive in a foreign nation. Where to find a place to leave? How to deal with transportation? How to cook food? All these are the things you have to think and depend on yourself. Students who study abroad have to take care themselves. Without parents, you can learn how to arrange their own issues and do everything by yourself better. This is what we call independent awareness. Studying abroad cultivate your independent awareness and capability of taking care yourself. It is always a tough time when living in a country that is totally new to you and facing all kinds of problems. Once you overcome them, you get the ability to live on your own. This is great, when the people of your age still enjoying their lives under the protection of their families, you begin to experience life. We take this factor as the most important advantage as it teaches you the basic ability to live your life. No one but yourself can teach you this!

**Enrich your experiences and make you more mature**

This factor is pretty hot nowadays! The fashionable words for this factor are a "Multi-Culture" experience. We believe it's a way to learn a different culture, it's a way to enlarge your horizon and it's a way to enrich your chances to get a better job. Experiences meeting different people and dealing with different things all by yourself help you a lot!

Studying abroad means you set yourself into a circumstance that is totally different to you. You can enjoy a new culture all by yourself: people's thoughts and behaviors, their values and behaviors and the way people live are all first-hand to you, isn't this great? Cultural differences are more than just differences in language, food, appearances, and personal habits. A person's culture reflects very deep perceptions, beliefs, and values that influence his or her way of life and the way that he or she views the world. Students who experience cultural differences personally can come to truly understand where other cultures are coming from. You can greatly increase your adaptability to what we call the "Global Village" in your potential career (Living with religious diversity in early-modern Europe, Dixon, C. Scott, Living with religious diversity in early-modern Europe / edited by C. Scott Dixon, Dagmar Freist, Mark Green grass, Farmhand, England ; Burlington, VT : Ashgate, c2009). All sounds attractive? We have much more to tell you!

Only knowing cultural differences is not enough, studying abroad has a lot more to explore! Seeing the beautiful sceneries of a nation, volunteering in social works and communicating with local people are all up to you (Expanding education abroad at U.S. community colleges [electronic resource] Raby, Rosalind Latiner, Expanding education abroad at U.S. community colleges [electronic resource] / by Rosalind Latiner Raby ; with a foreword by Allan E. Goodman,

New York, NY : Institute of International Education, c2008). You can see people's reflections to the same situation in two different countries. Many interesting places lie there for you to explore. And somehow a totally lifestyle change: from urban to suburban, Asian to American or season opposition if you travel from north hemisphere to south. All these greatly enriched your horizon and it is a really good way to know and respect each other better. What's more, studying abroad also affords you great opportunities to make friends around the world. While abroad, you will meet not only natives to the culture in which you are studying, but also other international students who are as far from home as yourself.

For most cases, you go abroad to study in some leading fields no matter it is a theory or a manufacture technology (Lessons learned: what international assessments tell us about math achievement, Loveless, Tom, 1954-, Lessons learned: what international assessments tell us about math achievement / Tom Loveless, editor, Washington, D.C.: Brookings Institution Press, c2007). Yes, students can learn cutting-edge technology by studying abroad. It is evident that students study in modern country can experience, try, understand and learn new technologies and sciences which do not exist in their mother land. They can distinguish which one is beneficial for their own country development and learn it to copy or use it. Therefore students contribute to country development. For instance, the most famous socialize website "Face book" is so popular all over the world. Some Chinese find this and realize Face book company do not have plan to run a China branch, so they use the idea and run a similar website in China, achieving great success and earning thousands of profits, affording many taxes revenue for government as well.

By studying abroad you know more about the world, no matter academically or physically. Knowing more and experiencing more help you think rationally and behave maturely.

## **Increase employment chances**

Studying abroad also enhances employment opportunities (The global citizen : a guide to creating an international life and career, Kruempelmann, Elizabeth, The global citizen : a guide to creating an international life and career / Elizabeth Kruempelmann, Berkeley : Ten Speed Press, c2002). Did you know that only 4% of U.S. undergraduates ever study abroad? Yet, the world continues to become more globalized, American countries are increasingly investing dollars abroad, and companies from countries around the world continue to invest in the international market. Through an employer's eyes, a student who has studied abroad is self-motivated, independent, willing to embrace challenges, and able to cope with diverse problems and situations. Your experience of living and studying in a foreign country, negotiating with another culture, and acquiring another language will all set you apart from the majority of other job applicants. It is also easier for you to adapt to a new job in a different country, which makes you available world wide while others have to seek for a job locally.

### **Introduction and conclusion in exposition genre**

In order to understand more about the generic structure of argumentative essay, we will identify different parts of exposition essays. Now, read the following expositions texts carefully, and divide their introductory and conclusion sections into their sub-generic building-blocks. For example, in introduction you should divide it into *Thesis* and *point of view*. [Note: Write different sections in the tables given below.]

### **① Integrated pest management**

There is no one best way to deal with pest in agriculture. Pesticides are commonly used, but this may cause many problems. Combining different management operations is the most effective way to control pests.

Firstly, the chemicals in pesticides may build up as residues in the environment. This reduces the quality of farm produce.

As well, pests can gradually become resistant to pesticides. This means that newer and sometimes stronger ones have to be developed.

Some pesticides affect non target animals such as fish and bees. This affects the natural balance.

Also aiming to completely wipe out agricultural pests may be very expensive. Sometimes pest damage costs less than the method of control.

Lastly, understanding the ecology of the area helps a lot in pest control. Natural enemies can be used to control a pest. Pesticides should be chosen that do not affect the natural enemies.

Therefore, integrated pest management is a safe and more effective option in agriculture.

**1**

<b>Introduction</b>	
<b>Conclusions</b>	

## **2 Skateboarding in the suburbs**

Anybody over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and little old ladies can be knocked down as they struggle home carrying their cat food from Coles.

Thunderous rattles are heard on our main roads each night as skaters travel without lights and without warning in the paths of oncoming cars.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when group practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming over weight couch potatoes. If they are actively involved in skating, they are not smoking, taking drugs or breaking other laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180s, 360s and Ollies free from restrictions. We must build skate parks in the suburb so that streets are safe for small children and senior citizens and so that skaters have spaces where they can race, chase, speed, and soar towards the sun.

**2**

<b>Introduction</b>	
<b>Conclusions</b>	

**Examples and explanation of the structure of the body section in exposition essay**



## Paragraph formatting

A paragraph in English is like a little essay all on its own. It has an introduction, a body, and a conclusion. The introduction is the topic or initial sentence, the body is made up of sentences which provide concrete, supporting evidence of the topic or about the topic and the conclusion is the last sentence of the paragraph. Other terminology that may be clear is Theme for sentence 1, support for other sentences and Rheme for the last. The Theme is all the information up to the first verb, and support is just what it says—support (props up, verifies, holds up, gives meaning to the first sentence), and the Rheme is where new information is allowed to be introduced.

So:

1 Theme/topic sentence;

2 Support sentences;

3 Rheme/concluding sentences

Here is a model paragraph which is at the beginning of an essay (thus it is the introductory paragraph) where a student who is studying to become an English teacher has been asked the following essay question:

**Consider and evaluate Rubin and Thompson’s description of the ‘good language learner’.**

In the past ten or fifteen years a great deal of research has been carried out in the field of linguistics. A significant portion of this research has held as its focus the learner and how learners actually acquire or set about to acquire language. More specifically, much of the reason has been concerned with learning strategies and cognitive styles and in particular with the ‘.....identification of learning strategy preferences with a view to isolating those characteristics of ‘good language learner’ (Nunan, 1991:78).

**Examine the following table:**

<b>Theme or Topic Sentence</b> Sentence 1 Stage 1—A general statement (Linguistics is general)	In the past ten or fifteen years a great deal of research has been carried out in the field of linguistics.
<b>Concrete Supporting Sentence</b> Sentence 2	A significant portion of this research has held as its focus the learner and how learners actually acquire or set about to acquire language.

Also: Stage 2—More information, Sometimes a definition	
<b>Rheme or Concluding Sentence</b>  Sentence 3  Also:  Stage 3—Scope and focus of the entire essay signalling what will come next.	More specifically, much of the reason has been concerned with learning strategies and cognitive styles and in particular with the ‘.....identification of learning strategy preferences with a view to isolating those characteristics of ‘good language learner’ (Nunan, 1991:78).

[**Note:** This paragraph follows certain other rules because it is the first or introductory paragraph of the essay. It has stages. All introductions in English have stages. There are at least three stages to an introduction. Look at the stages outlined in the activity 11.]

### **Activity: (Identifying Paragraph Requirements)**

In the following three paragraphs, underline and identify:

1. The topic sentence;
2. Concrete supporting sentence/s;
3. Concluding sentence;
4. Find stages 1, 2, and 3 if you think the paragraph is an introduction;
5. If a paragraph is not an introduction, then do not identify the 3 stages outlined above.

#### **Paragraph 1:**

<b>Define survey research and discuss the method.</b>
Survey sampling is a quantitative method of research which is a 20 <sup>th</sup> century phenomenon with most of its growth since the 1930s. Today, it is a widely accepted method for providing statistical data on an extensive range of subjects. Disciplines such as sociology, social psychology, demography, political science, economics, education and public health all rely on sample surveys.

#### **Outline of the paragraph 1:**

<b>Theme or Topic Sentence</b>  Sentence 1  Stage 1:	
--	--

<b>Concrete Supporting Sentence</b>	
Stage 2:	
<b>Rheme or Concluding Sentence</b>	
Stage 3:	

**Paragraph 2:**

Guling, with its curious English-style villas, has a number of beauty spots. Perhaps the best known is the Cave of the Immortal, where the Daoist monk Lu Dongbin is said to have mastered the secret of everlasting life. The Botanical garden is the only sub-alpine one of its kind in China. Visitors can also see the former residence of Generalissimo Chiang Kai-shek.

**Outline of the paragraph 2:**

<b>Theme or Topic Sentence</b>	
Sentence 1	
Stage 1:	
<b>Concrete Supporting Sentence</b>	
Stage 2:	
<b>Rheme or Concluding Sentence</b>	
Stage 3:	

### Paragraph 3:

#### **Refugee seeking safe havens around the world are becoming a global issue**

Some twenty years ago, this writer read that in the new millennium, the biggest problem on earth would be homeless people seeking refuge. These people, it was said, would sail from port to port because their own countries were ruined as a result of pollution, war or famine. Other homeless peoples would be living in their own countries, but would have to live on the streets without shelter or employment. Sadly, it appears that this prophecy has begun to come true as countries that are United Nations members seek solutions to the growing number of refugees from a growing number of countries.

#### **Outline of the paragraph 3:**

<b>Theme or Topic Sentence</b> Sentence 1 Stage 1:	
<b>Concrete Supporting Sentence</b> Stage 2:	
<b>Rheme or Concluding Sentence</b> Stage 3:	

### Expositions' Language Features

#### **Activity:**

In the above paragraphs, identify the Theme and the Rheme of the sentences.

[**Note:** In a paragraph we can identify various patterns of Theme development.

1) When the Theme remains constant; 2) When the Theme picks up information from the preceding Rheme; 3) When these two patterns are mixed.]

**Paragraph 1:**

Theme	Rheme

**Paragraph 2:**

Theme	Rheme

**Paragraph 3:**

Theme	Rheme

**Nouns and the noun group (Discussion)**

**What are nouns?**

Nouns are the ‘people’, ‘places’, or ‘things’ in a text, such as John, *the corner store*, *fruit*.

The things in a text can be concrete, tangible objects, or they can be abstract ones such as the *decision*, the *increase*.

In writing, concrete nouns function to name things in the real world; specific abstract nouns function to classify and organise the real world, while abstract nouns function to organise our ideas. For example, consider the following paragraph.

[**Note:** Specific concrete nouns are **bolded**. General abstract nouns *italicised*.]

A **country** usually falls into *crisis* due to **poverty, famine, hunger, disaster** or military **intrusion**. When **one country** is in *crisis*, another can help in a number of **ways**. This may include the *provision* of **financial aid, material aid**, the *assistance* of aid workers and technical education and support.”

### ☞ Kinds of abstract nouns and their use in academic writing

General nouns are often used to refer back to things in the text. That is why they are also called reference nouns. Their precise meaning is found around them in the sentence or paragraph or essay. These reference nouns organise your ideas and are very useful in writing your essay. They also organise your ideas and are very useful in writing your essay outline. They also help to build links between parts of your essay and help with the flow of information within a paragraph. Reference nouns can summarize preceding information or signal what the following information is going to describe. They also help to move the essay along by avoiding repetition.

### ☞ There are lots of different kinds of reference nouns.

1. Reference nouns of *action, events* and *situations*:

<b>disaster,</b>	<b>programme</b>	<b>event</b>	<b>crisis</b>	<b>situation</b>
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### For Example:

Thousands of people were left homeless by the storm. The Red Cross and Salvation Army are helping people displaced by this **disaster**.

Many schools now teach major community languages. These **programmes** are designed to encourage cross-cultural understandings.

2. Reference nouns of ‘*components*’ or ‘*parts*’.

<b>factors</b>	<b>concepts</b>	<b>features</b>
<b>elements</b>	<b>points</b>	<b>parts</b>
<b>component</b>	<b>variable</b>	<b>aspects</b>

**Example:**

There are a number of important **factors** which increase the risk of heart disease. This essay will examine some of the more common **features** of media texts.

There are several **points** which need to be clarified before we continue.

3. Reference noun of *points of view*:

<b>problem</b> <b>disadvantage</b> <b>benefits</b>	<b>solution</b> <b>argument</b> <b>perspective</b>	<b>advantage</b> <b>issues</b>
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**Example:**

This paper will examine a number of **issues** which have arisen from recent studies in youth unemployment.

A healthy lifestyle provides many **benefits** for the individual.

Deforestation can lead to a wide range of environmental **problems**.

4. Reference nouns of *cause and effect*:

<b>causes</b> <b>influences</b> <b>implications</b>	<b>reasons</b> <b>consequences</b> <b>conclusions</b>	<b>results</b> <b>effects</b>
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**For example:**

After examining the effects of overpopulation in developing countries, a number of **conclusions** can be drawn.

This chapter will discuss the major **influences** on Australian architecture during the 1950s.

5. Reference nouns of *ways or methods*

<b>approaches</b> <b>processes</b>	<b>strategies</b> <b>steps</b>	<b>methods</b>
---------------------------------------	-----------------------------------	----------------

**For example:**

Several **approaches** can be taken to the study of history

**Strategies** for identifying problem areas include needs analyses, aerial surveys, and regular field studies

## ☞ Nominalisation

The process in which nouns are derived from other classes of words are called nominalisation. In the paragraph above, for instance, ‘aid to countries in crisis’, the reference noun, ‘ways’ is the word around which the essay is organised. The ‘ways’ are named using nominalisation—financial aid, material aid, the assistance of aid workers, technical education and support. The following paragraphs in the essay thus function to describe each of the ways. The reference noun, ways, is divided into different kinds. The different kinds are all nominalisations.

### Examples:

The following specific abstract nouns from the student essay are nominalisations. They are not originally from the class of noun, but verb and adjective:

Adjective	Verb	Nominalisation
poor	→	poverty
famished	→	famine
hungry	→	hunger
	to aid	aid
	to intrude	intrusion
	to provide	provision
	to assist	assistance
	to educate	education
	to support	support

Then nominalisation does not correspond to a concrete ‘thing’ in the real world, but rather it corresponds with either processes or qualities of our world. These processes and qualities are encoded in language as specific abstract nouns.

Nominalisation is a typical feature of academic writing and is a resource in the English language which will need to understand and use. Let’s now look at how to construct nominalisation:

Here we have a simple sentence,

The government has cut higher education.

The verb is ‘**has cut**’. This verb can be nominalised into the noun ‘**cuts**’. This noun can then be modified ...what kind of cuts? Ans: Government cuts.

Where are these **cuts** occurring? Ans: in higher education.

We can describe ‘cuts’ as:

**Government cuts** in higher education



Having named this process of ‘cutting money to education’, it is now packaged as a noun. This noun, cut (along with its extra information) can enter into its own relationships in the grammar. For example:

**Government cuts in higher education are expected to begin in June.**

“Government cuts in higher education” is now part of its own sentence which contains the verb, is expected to begin. Nominalisation allows us to talk and write about processes in the world. When you want to write about processes and happenings in essay at university, you will need to express them as nominalisation.

.....  
 .....  
 .....  
 .....  
 .....

**Activity: (Practice Exercises—identifying nominalisation)**

Look at the short paragraphs below. Underline nominalisation used in the text.

[Note: Answers will be supplied later.]

Firstly, financial aid can help a country in crisis. Financial support can be provided by both government and non-government organisations. Fiscal aid can be direct, where a country may donate or lend money to help overcome the crisis. Another more indirect strategy is by diverting money into the country via promotion of products, travel opportunities and so on.

Secondly, material aid can also be of assistance. Food, clothing, blankets, medical supplies and other necessities are important. In addition, machinery needed for industry and transport may also be required. This may include farm machinery, generators and pumps, as well as vehicles and aircraft.

**Activity 31: (Practice Exercises—making nominalisation)**

Rewrite the verbs and adjectives in the left-hand column as nouns in the right-hand column.

[Note: Answers will be supplied later.]

Verb	Noun
to debate to choose to argue to reason to solve to settle to react	

Adjective	Noun
motivated isolated scare beautiful broad long wide	

### The Function of Nominalisation

As mentioned nominalisation allow us to talk about processes and happenings. These processes and happenings are construed in language as specific abstract nouns. However, nominalisations also function as reference nouns. Below are nominalisations which function as reference nouns:

The conference will be dealing with equity issues in the Health Care System. The importance of this **initiative** cannot be understated

Arthritis patients, it is claimed, should not eat red meat in any form. People who have followed this **advice**, have found a marked improvement in their health.

In writing, when we nominalise, we change the focus, that is, people and concrete things are replaced with technical or abstract things. Action and feeling verbs change to ‘relating’ verbs and explicit personal opinion disappears. Further, the number of nouns in your writing increases. This is called the word density of the essay.

#### **Activity: (Homework—identifying nominalisations)**

Read the following texts carefully. Underline different types of nominalisations used in these texts.

[**Note:** You may need to refer back to the above comments and discussions to remind yourself of different kinds of nominalisations.]

#### **❶ NATIONAL NEWS: Ministerial effort on child obesity crisis 'inadequate'**

By John Mason, Food and Rural Affairs Correspondent, Financial Times  
 Published: May 27, 2004

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An obesity crisis that threatens to undermine the health of today's children and overwhelm the health service has not been adequately addressed by ministers, a Commons committee has warned.

A huge cross-departmental effort in partnership with the food industry and others was needed to reduce obesity, the health select committee said in a report published today. "Should the gloomier scenarios relating to obesity turn out to be true, the sight of amputees will become much more familiar in the streets of Britain," it said. "There will be more blind people. There will be huge demand for kidney dialysis. Indeed, this will be the first generation where children die before their parents as a consequence of childhood obesity."

Britain is experiencing the most rapid rise in obesity in Europe, with 22 per cent of people now obese and the problem tripling among children in the past 20 years.

David Hinchliffe, the chairman, condemned the government for its "total lack of joined-up solutions" and ministerial endorsements of schemes to link supplies of schools sports equipment or books to children's purchases of chocolate or crisps.

Ministers had failed to address problems of an increasingly sedentary lifestyle and encourage people to exercise more. The food industry was attacked for producing high-calorie foods and targeting children through advertising.

The committee's report, expected to feed into the government's health white paper to be published this summer, called for an education campaign similar to that launched against smoking, a voluntary halt to the advertising of unhealthy food to children, a "traffic light" labeling system and serious measures to boost activities like cycling.

Deidre Hutton, chair of the National Consumer Council, warned the committee had "missed a trick" by failing to consider the impact on the financial services industry, with obesity presenting big challenges to insurers.

The Food and Drink Federation insisted it backed efforts to combat obesity. However, Martin Paterson, deputy director-general, said "quick-fixes" such as traffic light labeling and advertising bans would fail.

\* Raising public participation in sports from the current 30 per cent to the government's target of 70 per cent would yield increased tax revenues of £8bn and save £2.39bn in health costs, Sport England said today.

**Activity: (Practice Exercises—changing nominalisation into their default forms)**

**Text 1:** Put the noun form of the cited word in the text on the left, and its converted form either in the form of **verb** or **adjective** on the right.]

Noun	Verb

<b>Noun</b>	<b>Adjective</b>

## ② WORLD NEWS: EU pushes voluntary code to tackle obesity

By Tobias Buck in Brussels and Jenny Wiggins in London, Financial Times  
 Published: May 31, 2007

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Europe's food and drink industry has been given three years to show voluntary measures can tackle obesity or face tougher regulation.

Markos Kyprianou, the European Union health commissioner, said the rise of obesity meant better diets and greater physical activity were now a "top public health priority".

He added: "If we don't act, today's overweight children will be tomorrow's heart attack victims."

His comments came as the European Commission presented a policy paper highlighting the looming health crisis: "The last three decades have seen the levels of overweight and obesity in the EU population rise dramatically, particularly among children, where the estimated prevalence of overweight was 30 per cent."

Brussels said that in most EU countries more than half the adult population was either overweight or obese.

Consumer organisations have urged the Commission to impose tougher rules on the food and drinks industry. In particular, they want restrictions on food advertising aimed at children and clearer labels warning about high salt, sugar or fat content of products.

Junk food has been banned in schools in some European countries, including the UK and Latvia, as well as parts of the US and Australia. Governments have also started imposing marketing restrictions on food companies, with the UK restricting television advertisements of junk food.

Companies have been modifying their marketing to avoid further regulation, with soft drinks companies and some food companies stopping advertisements to children under the age of 12.

However, the Commission made clear yesterday that a number of voluntary steps taken by the industry had persuaded Brussels to give self-regulation a chance. Yesterday's paper pointed out that one in three European food companies had "reformulated" more than half their products to make them healthier. Industry had also accepted voluntary curbs on advertising and labelling.

Sabine Henssler of the CIAA, the Brussels-based food and drink industries lobby group, said: "We think the Commission is taking a very sensible and good approach towards obesity. It is giving industry time to show that self-regulation measures are working."

But there was harsh criticism from Beuc, the pan-European consumer advocacy group, which attacked the policy paper as a "disappointing, unambitious and minimalist response to the problems of obesity and diet-related diseases".

The group added: "On advertising of food for children the paper talks vaguely about partnerships and voluntary measures, with a review in 2010 - when there will be a new Commission."

**Activity: (Practice Exercises—changing nominalisation into their default forms)**

**Text 2:** Put the noun form of the sited word in the text on the left, and its converted form either in the form of **verb** or **adjective** on the right.]

Noun	Verb
Noun	Adjective

**Activity: (Independent writing—group writing and class discussion)**

You are going to write your independent Exposition essay. Individually think about the advantages and disadvantages of 'Junk Foods' advertisements on TV and newspapers. Try to take as many notes as you can. Now in a group of four, discuss you points of view, and add extra points for your arguments. You are expected to produce your own argument in thirty minutes.

[**Note:** Once more remind yourself of the generic structure of Expositions text. Try to use much appropriate conjunctions and connectors within paragraphs and sentences. After you finished your essay, read it once or twice for yourself. Then swap your writing with a friend in your group and give feedbacks to each other's essay. Notice that some essays will be discussed as a class.]

.....  
 .....

## Appendix B Part 2: Discussion Writing

At the end of this section, you should be able to:

- Know the purpose of Discussion texts
- Understand the structure of Discussion texts
- Have worked with several samples of Discussions
- Write your own Discussion text

### ☺ Features of the Discussion genre

#### ☺ **Constructing Discussions**

The term “Discussion Genre” refers to a type of text which is organized around arguments ‘for’ and arguments ‘against’. It is like the Exposition in that its purpose is to persuade. However, unlike the Exposition, in Discussions the writer doesn’t present their own position upfront in the introductory section at the beginning of the text. Instead, the writer begins by indicating that there is a debate or disagreement with respect to some issue and spends the body of the text setting out the two sides of this debate. It is only at the end, in the conclusion, that the writer finally indicates where they stand on the issue under consideration. That is to say, it is only in the final section of the text, after having weighed up both sides of an argument, that the writer announces their own viewpoint and declares whether they are ‘for’ or ‘against’ the proposition under consideration.

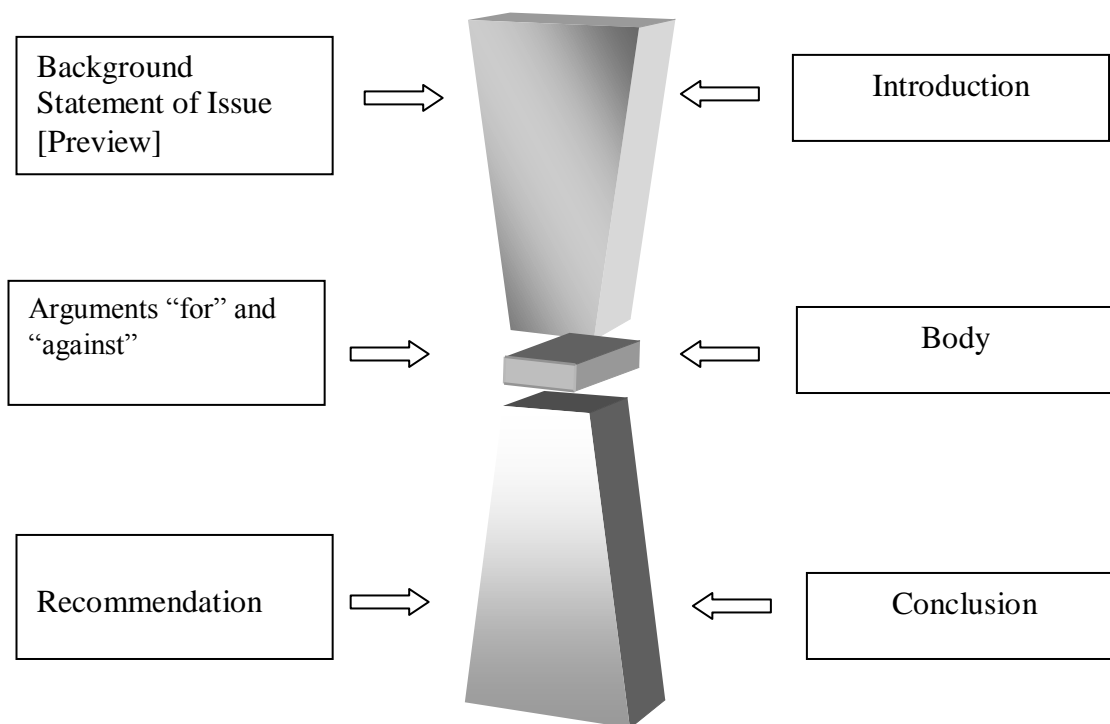
#### The structure of the Discussion text

Discussion (two-sided) arguments typically contain the following structural elements.

<b>Introduction</b>	<b>Background</b>	<i>Introduces the topic by providing background information necessary for the reader to understand the issue which the essay will be considering</i>
	<b>Statement of Issue</b>	<i>States precisely the issue or debate with which the essay is concerned – presents the claim or proposition for which the writer will be considering arguments ‘for’ and ‘against’.</i>
	<b>Preview</b> (does not occur in all examples of Discussion)	<i>Previews very briefly the key arguments ‘for’ and ‘against’ which the writer will be weighing up.</i>
		<i>[Please note, sometimes the Background, Statement of Issue and Preview will be given their own separate paragraphs, but more usually they will be contained altogether in the same single paragraph. It all depends on how much background information is needed (i.e. only a sentence or two, or an entire paragraph) and how</i>

		<i>complicated the Issue is, and so on.]</i>
<b>Body</b>	<b>Arguments for and against</b>	<i>A series of arguments is presented supporting each side of the issue. Usually an argument in support of one side of the issue is presented and then a countering argument from the other side will be presented. Frequently each argument is discussed in its own paragraph. However, occasionally the 'for' and 'against' will be presented in the same paragraph. This typically only happens when the argument is not very complicated and doesn't need much elaboration.</i>
	<b>Position</b>	<i>Writer states their own position (i.e. whether they are 'for' or 'against') based on the weight of evidence provided by the arguments 'for' and 'against' discussed in the Body of the essay.</i>
<b>Conclusion</b>	<b>Recommendation</b> (note, not all Discussion essays include this Recommendation section)	<i>In those Discussions which contain this element (not all of them do), the Recommendation involves a demand, suggestion or call for some action</i>

This structure is summarised below in the following diagram. Optional elements (i.e. those which do not occur in all Discussion texts) are surrounded in square brackets]



**Figure B. 3 Functional stages of discussion genre**

## Reading:

In order to get familiar with different samples of discussion texts, we will consider several texts in different subjects. First, read through the following samples, and then answer the following questions:

### **Discussion text example 1**

#### **Studying abroad**

More and more students of English are going abroad to study at universities in English-speaking countries such as Britain, Australia and the United States. They go in order to improve their knowledge of the language and to gain first-hand experience of life in an English-speaking society. Many of these students seek out part-time work during their stay in the foreign country. However, some university administrators, teachers and student counselors in those countries are now questioning this practice of students seeking to work while studying and there is now some debate about whether restrictions should be placed on students undertaking part-time work. Those who are against students working say they fear the paid employment is interfering with students' ability to study effectively and that students risk being exploited by unscrupulous bosses. The students, however, say that the work is essential in order for them to be able to support themselves while living in a foreign country or in order to be able to send back money to their families at home. There are arguments, therefore, both for and against students undertaking part-time work while studying and this essay will consider both sides of the issue.

The most common reason given why students should not undertake part-time work while studying, is that they won't have enough time or energy to devote to their studies. It is argued that many part-time jobs require students to work two or three days a week but most university programs require students be able to devote themselves full-time to their studies. If they reduce their study time they risk achieving poor results or even failing.

Those in favour of students working argue, however, that the majority of students are able to manage their time effectively and to balance working with studying. They point out that many part-time jobs involve work on the weekends and hence the work doesn't interfere with lectures or tutorials. They also point out that many students are highly motivated and are prepared to limit their social activities while they are studying abroad and hence are left with enough time and energy to devote to their studies.

Another argument against students undertaking part-time work is that it may put students at risk of being exploited by unscrupulous bosses who may try to force them to work very long hours for very low wages. These bosses may also expose them to dangerous working conditions and won't provide them with health coverage if an accident occurs on the job. It is argued that overseas students are particularly vulnerable to this type of exploitation because they are away from home, are desperate to find work and are not familiar with the employment laws and regulations operating in the foreign country.



There is certainly some validity to such concerns and a number of instances of such exploitation have been reported. However, those in favour of students working argue that such cases are very small in number and that the vast majority of students are properly treated by their employers. All that is required is that students learn about the employment regulations of the country in which they are studying and, if in doubt, seek advice and guidance from student counsellors at the university.

There are a number of strong arguments in favour of students undertaking part-time work at the same time as studying. The first one is educational. By getting a job, students are forced to interact with local people and, obviously, to use and practice their English in real-life situations. This is likely to be highly beneficial for their English language knowledge and fluency. Those opposed to students working will often concede that this is the case and accept that working can be beneficial in this way. Against this, however, they point to the fact that many jobs involve students in repetitive, menial labour where they get little opportunity to speak English. Other students get work with members of their own local community and hence end up speaking Chinese, Turkish, Thai or Korean at work, and not English.

Perhaps the strongest reason in favour of students working is one of basic economic need. Without the part-time work, many students would simply be unable to support themselves financially away from home and would not have the money to pay their tuition fees. Those opposed to students working have difficulty countering this particular argument. They concede that for many students part-time work is a financial necessity. They do, however, lament that this is the case, and say they wish that tuition fees were lower and that more money was available for scholarships to overseas students.

In conclusion, then, it seems that the arguments in favour of students working must be seen as stronger than those against. Admittedly, it does need to be acknowledged that there are risks associated with students undertaking part-time work while studying in an overseas university. They may, for example, struggle to find enough time for study if they work too many hours, and they may be exposed to exploitation by unscrupulous bosses. However, these are risks which can be avoided if students are sensible and take care to limit the amount of paid work they do, and inform themselves about local employment laws and regulations. In the final analysis, the positives far outweigh the potential negatives. Through undertaking an appropriate amount of part-time work in an appropriate type of job, students can help to support themselves financially while at the same time greatly improving their English through speaking it in a real-world situation.

**Activity:**

Spend some time reading through the above essay. Underline any words or phrases which you have difficulty in understanding. Discuss these with members of your group (or this may be done as a class discussion).

.....  
.....  
.....

**Activity:**

In discussion with members of your group (or the class as a whole) seek to supply answers to the following questions:

N	Questions	Answers
1	Is the writer of the essay in favour of students undertaking part-time work while studying, or is he/she opposed to students undertaking part-time work while studying?	
2	Identify the place in the essay where the writer announces his/her own view with regards to students undertaking part-time work.	
3	Several arguments against students undertaking part-time work were discussed in the essay. Did any of these seem valid or convincing to you? Which seemed the strongest or most compelling to you? Did any of the arguments seem particularly weak or unconvincing?	
4	Several arguments in favour of students undertaking part-time work were discussed in the essay. Did these seem valid or convincing to you?	
5	Do you feel the writer did a good job of arguing his/her case? Was he/she convincing? Did you end up agreeing with the writer? Why was this the case? Why do you feel the writer was either successful or unsuccessful in mounting a convincing argument?	

## Discussion text example 2

### Printed advertisement

There are many reasons for both sides of the question, “Should we have printed advertisements?” Many people have strong view and feel that ads are nothing more than useless junk mail, while other people feel they are an important source of information. Here are some reasons why we should and why we should not have advertisements in newspapers and magazines.

One reason is ads give us information about what is available. Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping.

Another reason is that advertisements promote business. When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.

On the other hand, some people argue ads should not be in newspapers and magazines for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people do not like finding junk mail in their letter boxes.

People may also find the ads not very interesting. Ads also influence people to buy items they do not need and cannot really afford. Ads use up a lot of spaces and a lot of effort has to be made to make the ads eye-catching. Ads also take up a lot of room in the papers and I do not think I find some of them interesting.

In summary, although ads provide people with information, they cost a lot of money to print. Therefore, I think we should not have printed advertisements.

#### **Activity:**

Read through the above essay. Underline unknown words or phrases used in the text. Discuss these words with members of your group (or this may be done as a class discussion).

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**Activity:**

In discussion with members of your group (or the class as a whole) seek to supply answers to the following questions:

N	Questions	Answers
1	Is the writer of the essay in favour of advertisement, or she opposes it? How did you understand?	
2	Identify the place in the essay where the writer announces his/her own view with regards to advertisement.	
3	Several arguments against advertisement were discussed in the essay. What is your impression of these arguments? Which seems the most justifiable to you? Do any of the arguments seem unconvincing?	
4	Several arguments in favour of advertisement were discussed in the essay. Do these arguments seem convincing to you?	
5	Do you feel the writer did a good job of arguing her case? Was she convincing? Did you end up agreeing with the writer? Why was this the case? Why do you feel the writer was either successful or unsuccessful in mounting a convincing argument?	

### Discussion text example 3

#### Logging the rain forest

There is increasing debate as to whether rainforests in Queensland and Tasmania should be given over to the forest industry for logging woodchipping. Both conservationists and forest industry representatives have put forward powerful arguments to support their cases.

Forest industry representatives argue that perhaps no other material is as useful as timber. Trees are the raw materials for everyday wood products that provide us with warmth and

shelter, as well as paper. It is also argued that if the rate of logging was reduced, Australia would have to import expensive timbers from overseas and building prices would increase.

Furthermore, it is argued that timber is renewable; every log taken can be replaced by a programme of replanting. Alternatives to timber such as clay bricks, plastics, concrete, and steel have to be manufactured and in the process contribute to the greenhouse effect.

In addition to this forest industry representatives point to the fact that they employ over 300,000 people and contribute about \$327 million to the Australian economy each year.

Conservationists claim, however, that the forest industry is destroying our natural environment. Tree logging affects both the flora and fauna in the forests. Trees help protect the soil from erosion and they provide habitats for many forms of wildlife. Many species of plants and animals can only be found in these wilderness areas and they will probably become extinct if the logging allowed to continue.

As well as this, rainforest supply our polluted world with fresh air and oxygen. They also provide people with a variety of recreational activities such as bushwalking, camping, bird watching, canoeing and abseiling.

In summary, then, while the timber industry does produce a valuable commodity and provide employment and economic growth, the costs to the rainforest environment are perhaps too great. Furthermore there are alternatives to logging the rainforest timber, but there are no alternative to our natural environment. In conclusion then, we strongly recommend that the remaining rainforests be protected from further logging.

**Activity:**

Read through the above essay. Underline any unknown and technical words or phrases used in the text. Discuss the effects of these words with members of your group (or this may be done as a class discussion).

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**Activity:**

In discussion with members of your group (or the class as a whole) seek to supply answers to the following questions:

N	Questions	Answers
1	Several arguments against logging were discussed in the essay. What is your impression of these arguments?	
2	Several arguments in favour of logging were discussed in the essay. Do these arguments seem convincing to you?	
3	Is the writer of the essay in favour of logging, or he opposes it? In which part of the text this is mentioned?	
4	Identify the place in the essay where the writer announces his/her own view with regards to logging rain forests.	
5	Do you feel the writer did a good job of arguing his case? Was he convincing? Did you end up agreeing with the writer? Why? Why do you feel the writer was either successful or unsuccessful in mounting a convincing argument?	

 **Sample reading materials for building field knowledge:**

Read the three following texts. You will find some information on video and computer games and their consequential effects. Read each text three times, and answer the related questions:

**❶ Computer games good for IQ**

Main Category: Public Health  
Article Date: 31 May 2003 - 0:00 PST

Despairing parents may have cause to smile, says David Williamson

SCIENTIFIC proof that computer games enhance the capacity of the human brain will make parents groan in despair instead of clapping their hands in delight.

Children's hobbies and pastimes are clearly divided into the things they should spend more time doing, and those activities from which they should be banned.

Joining the Scouts, collecting stamps, playing football and helping the elderly cross roads are applauded. If children do not express a desire to pursue such wholesome interests, a mother or father will often attempt to encourage them to do so with a mixture of mild bribery and disguised coercion.

Spray-painting walls with aerosols, experimenting with body piercing, dressing in black and playing computer games for hours each day may be acts some avant-garde parents celebrate, but such legal guardians are rare.

Instead, computer-games are regarded with suspicion. The titles are expensive, the subject matters often pornographically violent, and the act of playing is generally a solitary activity.

Yet research from the University of Rochester published in the world's most respected science journal, *Nature*, offers compelling evidence that playing first-person computer games radically enhances visual attention skills.

This discovery may be instrumental in rolling back the prejudice felt among much of modern society against computer entertainment.

Widespread alarm at the popularity of computer games does not come as a surprise. Most important artistic movements and inventions have been vociferously attacked as they began to mesmerise the populace.

During the reign of the Puritans, the theatres were closed. Tea-drinking was initially condemned on the grounds that it was rooted in Eastern superstitions.

Thomas More furiously opposed William Tyndale in his plan to translate the Bible into English for the edification of the masses, and many religious groups today advise their members to boycott television.

The fact that gaming is frowned upon may be merely indicative of its importance to our culture. In other words, it is not going to go away.

Work by Dr Daphne Bavelier which shows that regular players of first-person games are 30-50% better at taking in everything that happens around them is the first in what may well become a flow of revelations about the positive effects of navigating make-believe environments.

This dramatic impact on people's skills of perception has led scientists to ponder over the possibilities of how computer games may help rehabilitate stroke patients and help keep the elderly sufficiently alert to be safe drivers.

**Activity 7:**

Read through the above essay. Underline any unknown as well as technical words used in the text. Write down their meanings in the space provided below. Use each of them in a sentence.

N	Word/Expression	Meaning	Sentence
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**Activity 8:**

Read the above text again, and then try to summarise it in your own words.

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**② Computer games are good**

AFTER RECENT STUDIES claiming that children can suffer developmental damage from playing computer games, new research is painting a rosier picture.

Professor Angela McFarlane, Chair in Education at Bristol University, Ysanne Heald and Anne Sparrowhawk of the educational software consultancy Teachers Evaluating Educational Multimedia (TEEM) carried out the research, into the playing habits of 700 7- to 16-year-olds, on behalf of the DfES.



The report, *Games in Education*, claims to identify a range of important benefits children acquire as a result of games-playing. The authors write: “Games provide a forum in which learning arises as a result of tasks stimulated by the content of the games, knowledge is developed through the content of the game, and skills are developed as a result of playing.”

The study, which gathered information from teachers, parents and pupils, claims that children learn a range of strategic thinking and planning skills that teachers find beneficial to their pupils’ learning. Rather than games-playing being a solitary, male-orientated activity, the report argues that children prefer to play in pairs and small groups, and are excited and motivated by the challenges that games provide. According to the report, teachers are particularly excited by the negotiation and exploration skills that games-playing develops. One teacher quoted in the report said: “The main advantage, in educational terms, of this type of software is the problem solving and co-operative skills that it demands if used in a paired/group situation. I observed a number of strong, useful discussions between groups of children, in which individuals were required to listen to other and to justify their ideas in ways that would encourage others to accept them.”

Evidence from parents points, the report’s authors argue, to valuable learning outcomes, such as computer literacy, logical thinking, creativity and co-ordination. Parents have also claimed that maths, spelling and reading skills are developed through play. While girls are also found to play computer games, by the age of 14-16 this tails off, in contrast to their male peers.

The report is committed, in principle, to the use of games in the classroom. However, it cites as the “final obstacle” the mismatch between games content and curriculum content, and “the lack of opportunity to gain recognition for skill development”.

**Activity:**

Read through the above essay. Underline any unknown as well as technical words used in the text. Write down their meanings in the space provided below. Use each of them in a sentence.

N	Word/Expression	Meaning	Sentence
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**Activity:**

Read the above text again, and then try to summarise it in your own words.

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**3 Video games 'good for children'**

**Computer games can promote problem-solving and team-building in children, according to games industry experts.**

The message forms part of the Edinburgh International Games Festival, which is holding events for schoolchildren to create their own games.

Children at the Royal Museum are designing characters, as well as writing dialogue and storylines.

The games industry has denied claims that it is responsible for creating couch potatoes and promoting violence.

Last month, the Dixons group decided not to sell a controversial Edinburgh-developed video game, Manhunt, because the family of a murdered boy linked it to his death.

The manufacturers have denied there is any connection between on-screen violence and real life.

Other events at the festival include game screenings, game-play sessions and a two-day conference.



Industry figures have defended the role of video games

**“ Children say that playing violent games is a way for them to get rid of their frustrations ”**

Judy Robertson  
Edinburgh University

Games creators and publishers from the UK, Japan and Canada are expected to attend.

Festival director Lisa Fox said: "What we've tried to do is appeal to everyone. So we have a trade conference and two consumer events, which give the public the chance both to get hands-on with the games and to meet the people who make them.

"It's a place to explore the art and the business of interactive entertainment."

### **'World-leading talent'**

Dr Judy Robertson, of Edinburgh University, said some children had told her during computer games workshops that playing violent games did not result in violence in real life.

She said: "Children say that playing violent games is a way for them to get rid of their frustrations, they get rid of their anger and take things out on the characters in the computer games rather than people in the playground."

Chris Van Der Kuyl, of VIS Entertainment, said it wanted to make games which were fun and entertaining.

He said video gaming is "the biggest entertainment industry in the 21st century".

"People have to realise it is the future and we have world-leading talent here in Scotland."

### **Activity:**

Read through the above essay. Underline any unknown as well as technical words used in the text. Write down their meanings in the space provided below. Use each of them in your own sentence.

<b>N</b>	<b>Word/Expression</b>	<b>Meaning</b>	<b>Sentence</b>
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**Activity:**

Read the above text again, and then try to summarise it in your own words.

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**④ Bad is good**

**Everyone knows that computer games are bad for children and that television is dumping down. But is it really true? Sarah Baxter examines a startling claim that we are 'dumping up'**

There is nothing retro about the rest of his life. When he is not on his PlayStation, Joe is online with his friends, playing games, swapping music and texting them on the phone. “I hate it when people say, ‘Oh read a book’,” he groans. “Why is reading a book better than playing a game? Lots of books are rubbish.”

Joe, in other words, is a typically lazy know-nothing teenager. He would rather engage in mindless pursuits than develop his imagination and intelligence. But what if his high-speed, high-tech multitasking is helping him to develop skills his parents never had? Could his idle pastimes be boosting his brainpower?

It is a shocking idea for critics of our dumbed-down culture. The conventional wisdom is that we are raising a generation of pasty-faced ignoramuses living out their lives in the flickering glare of television screens and computer monitors. Parents are horrified by the banality of reality television, the violence of video games such as Grand Theft Auto and the easy click to pornography on the internet.

Hold the panic. A new book by the cultural critic Steven Johnson, *Everything Bad is Good For You*, is causing a stir in America with its surprising message: mass culture is making people cleverer.

Johnson calls this counterintuitive trend the Sleeper Curve after the Woody Allen film *Sleeper*, in which a man wakes up 200 years in the future to discover that theories about what’s good and bad in nutrition have been turned on their head.

*Scientist A:* Has he asked for anything special?

*Scientist B:* Yes, this morning for breakfast he requested something called “wheat germ, organic honey and tiger’s milk”.

*Scientist A:* Oh, yes. Those were the charmed substances that some years ago were felt to contain life-preserving properties.

*Scientist B:* You mean there was no deep fat? No steak or cream pies or . . . hot fudge?

*Scientist A:* Those were thought to be unhealthy.

“For decades,” Johnson writes, “we’ve worked under the assumption that mass culture follows a steadily declining path towards lowest-common-denominator standards, presumably because the ‘masses’ want dumb, simple pleasures and big media companies want to give the masses what they want. But in fact the exact opposite is happening: the culture is getting more intellectually demanding, not less.”

Whether or not our knowledge of Charles Dickens and George Eliot is tailing off, it is evident that non-bookish parts of our brains are being used as never before. Johnson sees limitless opportunities opening up for complex problem-solving based on systems analysis, probability theory, pattern recognition and mastery of spatial geometry.

Or, as Joe would put it: “I think playing games or messing about on the computer is much more challenging than watching TV or reading most books. If you are playing San Andreas [the latest in the controversial Grand Theft Auto series] you have to remember so much. It’s like learning to get around in a new city. And loads of games have puzzles and other challenges in them. It’s not just about shooting people.”

Well, yes, there are a lot of blood-spattered shootings in Grand Theft Auto, in which players live out the fantasy lifestyle of a Los Angeles gangster, complete with their own tattoos. But “popular culture isn’t locked into a spiral dive of deteriorating standards”, Johnson insists.

Children not yet in their teens can programme a DVD recorder, load an iPod and take pictures on their mobile phones, while their parents can barely set a radio alarm clock. Have they simply acquired a spot of technical know-how or are they figuring out complex systems and rules?

If Johnson is right, the theory of the Sleeper Curve suggests that in years to come we will recognise popular television shows such as The Sopranos or ER, as well as video games and other modern gadgets, for what they really are: skill-builders that stretch and challenge their users. I can see this in my own four-year-old son, Max, who can switch on a computer, navigate the internet and figure out the rules of a game by himself, but is only just learning to read.

What of the naysayers? At the Edinburgh Festival last summer John Humphrys, the BBC Radio 4 presenter, sealed his reputation as the nation’s grumpy voice of reason by laying into popular programmes such as Big Brother. He admitted he had not watched television for the past five years (except to prepare for his talk).

“Some of our worst television is indefensible,” he harrumphed. It was “more aggressive and confrontational” than he remembered and had “bequeathed us a legacy: the way to get ratings was to get evil”.

Sage heads nodded in agreement. But was the pap dished out in the 1970s so much better? When I came home from school, I would regularly turn on Crossroads, the television soap about a Midlands motel, which had wobbly sets and mind-numbing plots.

“When people talk about the golden age of television in the early Seventies,” Johnson points out, “they forget to mention how awful most television programming was.”

It is no use condemning a talent show such as Pop Idol for its inferiority to M\*A\*S\*H, the sharp black comedy set in the Korean war; the relevant comparison is surely with New Faces, the show that launched the Seventies pop band Showaddywaddy.

Is the former really more debased than the latter? Was *Sale of the Century*, in which a dolly bird draped herself over household appliances (“Oooh, you’ve won a dishwasher!”), the most intelligent way to present a current affairs quiz?

Johnson dates the start of complex, multi-layered television to 1981 and the launch of the police drama *Hill Street Blues*, shown here on Channel 4. “Watch an episode of *Hill Street Blues* side by side with any major drama from the preceding decades — *Starsky and Hutch*, for instance — and the structural transformation will jump out at you.”

Where once a couple of simple narrative threads sufficed, now there could be as many as 10 distinct strands to each show. In place of one or two stars, viewers were expected to relate to up to half a dozen major characters. In pilot screenings, brain-challenged audiences complained that the plot of *Hill Street Blues* was too complicated.

Yet if one compares it to *The Sopranos*, the hit series about a New Jersey mob family that came two decades later, the differences are plain. “*The Sopranos* routinely follows a dozen distinct threads over the course of an episode, with more than 20 recurring characters,” Johnson notes. “And every single thread builds on events from previous episodes, and continues on through the rest of the season and beyond.”

Terry Black, a television screenwriter, points out that the first episode of *Star Trek* was rejected by studios for being “too cerebral”, yet it has gone on to spawn 650 spin-off novels.

There is an upside even to the dreary diet of television repeats. A 30-minute sitcom such as *Seinfeld* — one of Joe’s favourite shows — is designed to be enjoyed more than once because of the number of in-jokes, layering of plots and cultural references to films and previous series.

In one particular episode called *The Betrayal* (a highbrow nod to the Harold Pinter play of the same name), the plot actually goes backwards and scenes are presented in reverse chronological order.

“You might have been able to fill a small theatre in Greenwich Village with an audience willing to parse all that complexity in 1960,” says Johnson. “But only if *The New York Times* had given the play a good review that week. Forty years later, NBC puts the same twisted narrative structure on prime-time television and 15m people lap it up.”

One of the most fascinating and mysterious facts of modern times is that IQ scores have been steadily rising in developed nations for the past half-century. A political scientist, James Flynn, noticed in the early 1980s that the “control” group of teenagers who were regularly being tested to keep scores in line was improving all the time.

“Every time kids took the new and the old tests, they did better on the old ones,” Flynn found. “I thought: that’s weird.”

Between 1943 and 2001, American IQ scores rose 17 points at an average annual rate of 0.31 IQ points. This was not at a steady rate but in a curve that rose steeply in the 1990s to 0.36 points a year. The gain was most marked in tests for abstract reasoning and pattern recognition.

Flynn, an American who teaches at a university in New Zealand, tentatively offers an explanation: “Let’s say we’re too cheap to hire good high school mathematics teachers. So while we may want to improve arithmetical reasoning skills, we just don’t. On the other hand,

with smaller families, more leisure and more energy to use leisure for cognitively demanding pursuits, we may improve — without realising it — on-the-spot problem solving.”

For Johnson, the explanation may be staring us in the face. “Over the last 50 years we’ve had to cope with an explosion of media, technologies and interfaces, from the TV clicker to the worldwide web. And every new form of visual media — interactive visual media in particular — poses an implicit challenge to our brains: we have to work through the logic of the new interface, follow clues, sense relationships.”

These, he points out, are the very skills measured in IQ tests. “You survey a field of visual icons and look for unusual patterns.”

Mensa, the self-styled organisation for “bright people” such as the buffing Sir Clive Sinclair and the television presenter Carol Vorderman, has given up using raw scores as proof of intelligence, because they vary too much. It now accepts as members those who score in the top 2% in tests.

Howard Prince, 38, director of information technology at the American branch of Mensa, thinks Johnson may be onto something. “My 21-year-old nephew grew up on PlayStation and he learns and processes information quickly because he has more spatial capacity than I have. I get nauseous playing some of his games because they are so multidimensional.”

He has noticed the same ability among his staff, mostly in their twenties. “When I am at home, I’ll probably have a chat window open so I can talk to friends, I’ll be playing a computer game and have a DVD on in the background; but my staff can cope with a lot more than that. Their processing speed is phenomenal because they are used to reading things at such a fast pace on the web.”

Video games, with their joysticks, multiple direction buttons and virtual 3-D reality are a far cry from the early Pac-Man and Space Invaders games. It may have been true then that games were good for nothing except hand-eye co-ordination, but it is hardly the case when, with the help of a flight simulator, anybody can now learn to fly a fighter jet or an airliner at home.

“These are skills people used to take years to acquire,” Prince says admiringly.

What Steve Jobs, the founder of Apple, calls the “sit forward media” (as opposed to the “lean back” variety) offer unparalleled opportunities for interactive adventures. As in *The Sims*, the hugely popular video game about a virtual “family”, games do not need to have a sexual or violent content.

“The power of games to captivate,” Johnson argues, “can be traced to their ability to tap into the brain’s natural reward circuitry. In the game world, reward is everywhere — more life for your character, access to new levels, new equipment, new spells . . .

“It is our craving for rewards that keeps us locked on the screen. No other form of entertainment offers this cocktail of reward and exploration.”

Educationists agree. In Britain three years ago, researchers funded by the Department for Education and Skills found that computer games improved problem-solving skills, concentration, memorisation and collaboration in the 700 children they studied.

One of the world's greatest experts on how technology can provide new ways to learn is Seymour Papert, co-founder of the Artificial Intelligence Lab and the Media Lab at Massachusetts Institute of Technology.

“Game designers,” he says, “depend on millions of people being prepared to undertake the serious amount of learning needed to master a complex game. If their public failed to learn, they would go out of business. Kids who talk about ‘hard fun’ don’t mean it’s fun in spite of being hard. It’s fun because it’s hard. Learning happens best when one is deeply engaged in hard and challenging activities.”

It’s not only children who can benefit: computer games have been used in therapy for the elderly, to provide excitement and improve motor skills. (And texting is said to stop young women smoking, because they now have something to do with their hands.)

Of course, without the sex and violence it is doubtful that the \$10 billion video game industry would have achieved anything like the success it has. Morally, it may be as reprehensible as some critics claim.

John Beyer of Mediawatch-UK says: “All these advances are morally neutral in themselves. But if you become skilful at brutally killing people on screen, it dulls the brain and the conscience and may damage the psychology of the player. We become desensitised and are less likely to be shocked when we see it in real life.”

Nor do games present an aesthetic experience, as Johnson admits: “A high-school English teacher would say: ‘There’s no psychological depth here, no moral quandaries, no poetry. And he would be right! But comparing these games to The Iliad or The Great Gatsby or Hamlet relies on a false premise: that the intelligence of these games lies in their content, in the themes and characters they represent.”

What they do is help players to think: “All the intellectual benefits of gaming derive from this fundamental virtue, because learning how to think is ultimately about learning to make the right decisions.”

Joe’s favourite games at the moment are Star Wars Battlefront and Socom: US Navy Seals. “It’s like fighting a war. You have to be strategic and really think about what you are doing,” he says.

Do they promote world peace? No. But Joe and his friends say they “hate” people who argue that games make children violent.

“We know it’s a game. We’re not stupid.” QED.

Additional reporting: John-Paul Flintoff

### **Activity:**

Read through the above essay. Underline any unknown as well as technical words used in the text. Write down their meanings in the space provided below. Use each of them in your own sentence.



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**Activity:**

Read the above text again, and then try to summarise it in your own words.

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**Activity: (Group and class discussion)**

**What are the positive and negative points outlined in the above texts with regard to playing video games? Are there any known advantages in playing games? Do you think that these arguments are convincing? What other negative points are outlined in the above texts? Have you ever heard of any of these symptoms in your family or friends? What are your suggestions?**

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## More Examples on Discussion Texts

### The introduction section

**In this section we look more closely at how the Introduction sections of Discussion texts are written.**

You will recall that these Introductions sections typically consist of the following elements

<b>Introduction</b>	<b>Background</b>	<i>Introduces the topic by providing background information necessary for the reader to understand the issue which the essay will be considering</i>
	<b>Statement of Issue</b>	<i>Outlines the issue or debate with which the essay is concerned; indicates the question or proposition over which there is some controversy or debate; presents the proposition for which the writer will be considering arguments 'for' and 'against'.</i>
	<b>Preview</b>	<i>Previews very briefly the key arguments 'for' and 'against' which the writer will be weighing up. (Not present in all Discussions.)</i>

[**Note** that in some cases it will be possible for the writer to cover all three elements (Background, Statement of Issue, and Preview) within a single paragraph. This will be possible, for example, when it is assumed the reader is already largely familiar with the topic under consideration, and therefore only one or two sentences are required to provide background or to set out the Statement of Issue. In other cases, each of these elements may be in separate paragraphs. This will typically be the case when the writer assumes that the reader has only a very limited knowledge of the topic under consideration. In such cases, it may require an entire paragraph in order to provide enough background information, or enough information for the Issue to be fully explained to the reader.]

### **Activity:**

In order to reach a clearer understanding of the language which is typically used in these Introduction sections, we will consider several examples of Introductions which have been taken from Discussion texts. (The complete texts will be provided to you later on.)

[**Note:** As a first step, consider the following three Introductions. Working either individually or with the other members of your group, firstly read through the two extracts to ensure that you have clear understanding of the texts' meanings. Discuss with the other members of your group (or with the class as a whole) any words or phrases which are new to you or which you have difficulty in understanding. Once you are confident that you fully understand the three extracts, then analyse them closely in order to determine whether they all contain the three introductory elements of 'Background', 'Statement of Issue' and 'Preview'. Attempt to divide the Introductions up into these different sub components. Are the three elements present in all three extracts? Do they occur in the order of Background then Statement of Issue then Preview, or in some other order?]

## Discussion 1

**Question: Are advertisements a menace to society or an economic necessity?**

### Introduction

In most societies today, advertisements are present in all parts of everyday life. We encounter them on television, in newspapers and magazines, on billboards and even on the sides of busses and taxi cabs. Despite being an integral part of daily life, advertisements are nevertheless often the subject of debate, criticism and controversy. While businesses, the media and the advertising industry itself insist advertising is essential for the growth and continued health of the economy, for many ordinary people advertisements are annoying, intrusive and a waste of time and space. These people also criticise advertisements for brainwashing people into buying products they don't need and can't afford.

[**Note:** This essay explores the two sides of this debate, considering the pros and cons of advertising. *The remainder of the essay will be supplied in a later unit of work*]

<b>Introduction</b>	<b>Background</b>	
	<b>Statement of Issue</b>	
	<b>Preview</b>	

## Discussion 2

**Topic: Computer games: harmless fun or a threat to society?**

### Introduction

Over the past 30 years, computers have come to play an increasingly dominant role in our lives. They are now vital to almost all sectors of industry, government, and education. As a result, most people regard computers positively and feel that they have made a major contribution to society. There is one aspect of computers, however, where opinion is more divided—computer games. On the one hand there are people who are very much in favour of computer games, pointing to the profits which have been earned and the jobs which

have been created by the computer games industry. On the other hand, there are parents who are worried that their children are spending too much time sitting in front of their computers playing these games. As well there are people worried about the graphic violence which is depicted in many of these games. These people fear that if children spend too much time playing these games, they may themselves become violent. As a result, there is a continuing debate about whether computer games are harmful or beneficial and about whether there should be some restrictions on the types of games which are available to children. This essay will consider the two sides of the debate.

[The remainder of the essay will be supplied in a later unit of work]

<b>Introduction</b>	<b>Background</b>	
	<b>Statement of Issue</b>	
	<b>Preview</b>	

### Discussion 3

#### Question: The pros and cons of caffeine

##### Introduction

Stop to think for a moment – how much caffeine do you consume in a single day? Would you be able to make it through the day without a fix of caffeine at breakfast or mid-afternoon? It’s all around us, in tea, coffee, fizzy drinks, chocolate, even in flu remedies and painkillers. In a recent survey of caffeine consumption in older adults, Thompson *et al.* (2003) reported that 96 per cent consumed large amounts of caffeine, with a mean daily consumption of 353mg (equivalent to nearly six cups of tea). Unlike other legal drugs, like nicotine, there is no social stigma attached to consuming a lot of caffeine. It is even encouraged, becoming an integral part of modern society; walk down any high street and you stumble across numerous coffee shops. In an increasingly health-conscious society the high levels of long-term caffeine consumption generate questions about potential health effects, and as with any drug there are concerns about addiction. However, there is also growing evidence that high long-term consumption of caffeine is associated with a lowered risk of cardiovascular disease and diabetes. Most interestingly, research is starting to suggest that caffeine minimises the cognitive decline associated with normal ageing: an important development given our increasingly ageing population. So is your cuppa brewing up trouble, or can it stir up the depths of your mind?

<b>Introduction</b>	<b>Background</b>	
	<b>Statement of Issue</b>	
	<b>Preview</b>	

**Activity: (Homework)**

Read the above texts on Stress again. Your teacher also will supply you with additional texts on various aspects of stress in our daily life. Now, you are ready to imposition yourself in arguing about advantages and disadvantages stress may cause in the daily life. Follow the given model in discursive introduction, and produce your own introduction.

[**Note:** You have to imposition your reader either in arguing “For” or “Against”. Be prepared to write three different stages.]

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**Activity: (Group work and class discussion)**

In a group of four, discuss and swap the information on the activity (homework exercises). Work together and try to produce “the best possible version” of an introduction.

[**Note:** Your writing will be discussed as a class, and necessary feedbacks will be given.]

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## Developing Body in Discussion genre

### **Activity:**

In order to reach a clearer understanding of the language which is typically used in these Body sections, we will consider several examples of Body which have been taken from Discussion texts. (The complete texts will be provided to you later on.)

### **The following explains the overall structure Body section in Discussion genre**

<b>Body</b>	<b>Arguments for and against</b>	<i>A series of arguments is presented supporting each side of the issue. Usually an argument in support of one side of the issue is presented and then a countering argument from the other side will be presented. Frequently each argument is discussed in its own paragraph. However, occasionally the 'for' and 'against' will be presented in the same paragraph. This typically only happens when the argument is not very complicated and doesn't need much elaboration.</i>
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**Read the following body sections carefully and divide them into “Argument for” and “Argument against” in the provided tables.**

#### **Example 1:**

The most common reason given why students should not undertake part-time work while studying, is that they won't have enough time or energy to devote to their studies. It is argued that many part-time jobs require students to work two or three days a week but most university programs require students be able to devote themselves full-time to their studies. If they reduce their study time they risk achieving poor results or even failing.

Those in favour of students working argue, however, that the majority of students are able to manage their time effectively and to balance working with studying. They point out that many part-time jobs involve work on the weekends and hence the work doesn't interfere with lectures or tutorials. They also point out that many students are highly motivated and are prepared to limit their social activities while they are studying abroad and hence are left with enough time and energy to devote to their studies.

Another argument against students undertaking part-time work is that it may put students at risk of being exploited by unscrupulous bosses who may try to force them to work very long hours for very low wages. These bosses may also expose them to dangerous working conditions and won't provide them with health coverage if an accident occurs on the job. It is argued that overseas students are particularly vulnerable to this type of exploitation because they are away from home, are desperate to find work and are not familiar with the employment laws and regulations operating in the foreign country.

There is certainly some validity to such concerns and a number of instances of such exploitation have been reported. However, those in favour of students working argue that such cases are very small in number and that the vast majority of students are properly treated by their employers. All that is required is that students learn about the employment regulations of the country in which they are studying and, if in doubt, seek advice and guidance from student counsellors at the university.

There are a number of strong arguments in favour of students undertaking part-time work at the same time as studying. The first one is educational. By getting a job, students are forced to interact with local people and, obviously, to use and practice their English in real-life situations. This is likely to be highly beneficial for their English language knowledge and fluency. Those opposed to students working will often concede that this is the case and accept that working can be beneficial in this way. Against this, however, they point to the fact that many jobs involve students in repetitive, menial labour where they get little opportunity to speak English. Other students get work with members of their own local community and hence end up speaking Chinese, Turkish, Thai or Korean at work, and not English.

Perhaps the strongest reason in favour of students working is one of basic economic need. Without the part-time work, many students would simply be unable to support themselves financially away from home and would not have the money to pay their tuition fees. Those opposed to students working have difficulty countering this particular argument. They concede that for many students part-time work is a financial necessity. They do, however, lament that this is the case, and say they wish that tuition fees were lower and that more money was available for scholarships to overseas students.

<b>Body</b>	<b>Arguments for</b>	
	<b>Argument</b>	
	<b>Argument</b>	
	<b>Argument</b>	
	<b>Argument</b>	
	<b>Argument</b>	

**Example 2:**

One reason is ads give us information about what is available. Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping.

Another reason is that advertisements promote business. When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.

On the other hand, some people argue ads should not be in newspapers and magazines for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people do not like finding junk mail in their letter boxes.

People may also find the ads not very interesting. Ads also influence people to buy items they do not need and cannot really afford. Ads use up a lot of spaces and a lot of effort has to be made to make the ads eye-catching. Ads also take up a lot of room in the papers and I do not think I find some of them interesting.

<b>Body</b>	<b>Arguments for</b>	
	<b>Argument</b>	
	<b>Argument</b>	
	<b>Argument</b>	

**Example: 3**

Forest industry representatives argue that perhaps no other material is as useful as timber. Trees are the raw materials for everyday wood products that provide us with warmth and shelter, as well as paper. It is also argued that if the rate of logging was reduced, Australia would have to import expensive timbers from overseas and building prices would increase.

Furthermore, it is argued that timber is renewable; every log taken can be replaced by a programme of replanting. Alternatives to timber such as clay bricks, plastics, concrete, and steel have to be manufactured and in the process contribute to the greenhouse effect.

In addition to this forest industry representatives point to the fact that they employ over 300,000 people and contribute about \$327 million to the Australian economy each year.

Conservationists claim, however, that the forest industry is destroying our natural environment. Tree logging affects both the flora and fauna in the forests. Trees help protect the soil from erosion and they provide habitats for many forms of wildlife. Many species of plants and animals can only be found in these wilderness areas and they will probably become extinct if the logging allowed to continue.

As well as this, rainforest supply our polluted world with fresh air and oxygen. They also provide people with a variety of recreational activities such as bushwalking, camping, bird watching, canoeing and abseiling.



**Activity:**

In order to reach a clearer understanding of the language which is typically used in Conclusion section, we will consider several examples of Conclusion which have been taken from Discussion texts. (The complete texts will be provided to you later on.)

**The following explains the overall structure of Conclusion in Discussion genre**

<b>Conclusion</b>	<b>Position</b>	<i>Writer states their own position (i.e. whether they are 'for' or 'against') based on the weight of evidence provided by the arguments 'for' and 'against' discussed in the Body of the essay.</i>
	<b>Recommendation</b> (note, not all Discussion essays include this Recommendation section)	<i>In those Discussions which contain this element (not all of them do), the Recommendation involves a demand, suggestion or call for some action</i>

**Read the following conclusion sections carefully and divide them into “position” and “recommendation” parts.**

**Example 1:**

In summary, although ads provide people with information, they cost a lot of money to print. Therefore, I think we should not have printed advertisements.

<b>Conclusion</b>	<b>Position</b>	
	<b>Recommendation</b> (note, not all Discussion essays include this Recommendation section)	

**Example 2:**

In conclusion, then, it seems that the arguments in favour of students working must be seen as stronger than those against. Admittedly, it does need to be acknowledged that there are risks associated with students undertaking part-time work while studying in an overseas university. They may, for example, struggle to find enough time for study if they work too many hours, and they may be exposed to exploitation by unscrupulous bosses. However, these are risks which can be avoided if students are sensible and take care to limit the amount of paid work they do, and inform themselves about local employment laws and regulations. In the final analysis, the

positives far outweigh the potential negatives. Through undertaking an appropriate amount of part-time work in an appropriate type of job, students can help to support themselves financially while at the same time greatly improving their English through speaking it in a real-world situation.

<b>Conclusion</b>	<b>Position</b>	
	<b>Recommendation</b> (note, not all Discussion essays include this Recommendation section)	

**Example: 3**

In summary, then, while the timber industry does produce a valuable commodity and provide employment and economic growth, the costs to the rainforest environment are perhaps too great. Furthermore there are alternatives to logging the rainforest timber, but there are no alternative to our natural environment. In conclusion then, we strongly recommend that the remaining rainforests be protected from further logging.

<b>Conclusion</b>	<b>Position</b>	
	<b>Recommendation</b> (note, not all Discussion essays include this Recommendation section)	

**Activity: (class activity and discussion)**

By reference to the above account of the elements which make up Discussion texts, divide the following text into its component stages.

[**Note:** You should divide it up into Introduction, Body and Conclusion, and then (a) within the Introduction, identify Background, Statement of Issue and Preview; (b) within the Body, identify arguments for and arguments against; and, (c) within the Conclusion, identify Position (where the writer indicates their own viewpoint) and Recommendation (if there is one). Paragraphs have been numbered to make discussing your analysis easier.]

- (1) More and more students of English are going abroad to study at universities in English-speaking countries such as Britain, Australia and the United States. They go in order to improve their knowledge of the language and to gain first-hand experience of life in an English-speaking society. Many of these students seek out part-time work during their stay in the foreign country. However, some university administrators, teachers and student counselors in those countries are now questioning this practice of students seeking to work while studying and there is now some debate about whether restrictions should be placed on students undertaking part-time work. Those who are against students working say they fear the paid employment is interfering with students' ability to study effectively and that students risk being exploited by unscrupulous bosses. The students, however, say that the work is essential in order for them to be able to support themselves while living in a foreign country or in order to be able to send back money to their families at home. There are arguments, therefore, both for and against students undertaking part-time work while studying and this essay will consider both sides of the issue.
- (2) The most common reason given why students should not undertake part-time work while studying is that they won't have enough time or energy to devote to their studies. It is argued that many part-time jobs require students to work two or three days a week but most university programs require students be able to devote themselves full-time to their studies. If they reduce their study time they risk achieving poor results or even failing.
- (3) Those in favour of students working argue, however, that the majority of students are able to manage their time effectively and to balance working with studying. The point out that many part-time jobs involve work on the weekends and hence the work doesn't interfere with lectures or tutorials. They also point out that many students are highly motivated and are prepared to limit their social activities while they are studying abroad and hence are left with enough time and energy to devote to their studies.
- (4) Another argument against students undertaking part-time work is that it may put students at risk of being exploited by unscrupulous bosses who may try to force them to work very long hours for very low wages. These bosses may also expose them to dangerous working conditions and won't provide them with health coverage if an accident occurs on the job. It is argued that overseas students are particularly vulnerable to this type of exploitation because they are away from home, are desperate to find work and are not familiar with the employment laws and regulations operating in the foreign country.
- (5) There is certainly some validity to such concerns and a number of instances of such exploitation have been reported. However, those in favour of students working argue that such cases are very small in number and that the vast majority of students are properly treated by their employers. All that is required is that students learn about the employment regulations of the country in which they are studying and, if in doubt, seek advice and guidance from student counselors at the university.
- (6) There are a number of strong arguments in favour of students undertaking part-time work at the same time as studying. The first one is educational. By getting a job, students are forced to interact with local people and, obviously, to use and practice their English in real-life situations. This is likely to be highly beneficial for their English language knowledge and fluency. Those opposed to students working will often concede that this is the case and accept that working can be beneficial in this way. Against this, however, they point to the fact that many jobs involve students in repetitive, menial labour where they get little opportunity to speak English. Other

students get work with members of their own local community and hence end up speaking Chinese, Thai or Korean at work, and not English.

- (7) Perhaps the strongest reason in favour of students working is one of basic economic need. Without the part-time work, many students would simply be unable to support themselves financially away from home and would not have the money to pay their tuition fees. Those opposed to students working have difficulty countering this particular argument. They concede that for many students part-time work is a financial necessity. They do however, lament that this is case and say they wish that tuition fees were lower and that more money was available for scholarships to overseas students.
- (8) In conclusion, then, it seems that the arguments in favour of students working must be seen as stronger than those against. Admittedly, it does need to be acknowledged that there are risks associated with students undertaking part-time work while studying in an overseas university. They may, for example, struggle to find enough time for study if they work too many hours, and they may be exposed to exploitation by unscrupulous bosses. However, these are risks which can be avoided if students are sensible and take care to limit the amount of paid work they do, and inform themselves about local employment laws and regulations. In the final analysis, the positives far outweigh the potential negatives. Through undertaking an appropriate amount of part-time work in an appropriate type of job, students can help to support themselves financially while at the same time greatly improving their English through speaking it in a real-world situation.

<b>Introduction</b>	<b>Background:</b>	
	<b>Statement of Issue:</b>	
	<b>Preview:</b>	
<b>Body</b>	<b>Arguments “for”</b>	
	<b>Argument “against”</b>	
<b>Conclusions</b>	<b>Position</b>	
	<b>Recommendation</b>	

## Discussion's language features

### Conjunctions

The flow or sequence of ideas in a text needs to be linked. The main way of doing this is by using conjunctions. **These help the reader to move from one idea to another.**

#### (A): Three main types of relationship carried by conjunctions:

1. Conjunctions which **elaborate**; these conjunctions can have the following kinds of meanings:
  - i. in other words
  - ii. for example
  - iii. to be precise
  
2. Conjunctions which **extend**: these conjunctions can have the following kinds of meanings:
  - i. and
  - ii. or
  
3. Conjunctions which **enhance**: these conjunctions can have the following kinds of meanings:
  - i. time: same or different time
  - ii. place
  - iii. manner: by means of, in comparison with
  - iv. cause/conditional: because, if A then B

#### Examples:

- Recognizing priorities is another valid ingredient to the effective use of time. **For instance**, at home you may be faced with several jobs which need attention. (elaborate)
- A film is made at twenty-four frames a second. **In other words**, the camera takes twenty-four photographs each second. (elaboration)
- Sydney has a temperate climate **and** an average mean temperature ranging from 21.4C in January to 12C in July. (extension)
- He is incapable of using rhythm and pace for dramatic effect. **In addition**, he stumbles over words. (extension)
- Brown lived in America during the 1920s. **After all**, he moved to Australia. (enhancing, time)

- I found University difficult at first, **because** I did not speak English well enough. (cause/effect)
- In 1989, southern parts of the state had an average monthly rainfall of 2mm. **On the other hand**, areas further inland suffered from storms and flooding. (comparison)

**(B): Conjunctions without being expressed**

**Example:**

- Wars are costly exercise. (**Because**) They cause death and destruction and put resources to non-productive uses.

**(C): Verbs used as nominalisation**

**Example 1:**

- Several national opinion polls on the proposed tax were undertaken. **Afterwards** the opposition changed its policy.
- The opposition changed its policy on the proposed tax **after** several national opinion polls has been undertaken.
- A change in opposition policy on the proposed tax **followed** several national opinion polls.

**Example 2:**

- Publicity about food additives has been **widespread** so consumers are selecting products more carefully.
- Widespread** publicity about food has led to more careful selection of products by consumers.

**Example 3:**

- People are getting sick **because** the water is polluted.
- The water is polluted. **As a result**, people are getting sick.
- Drinking polluted water **causes** illness.

**Activity:**

Look at the following short fairytale. The conjunctions are in bold fonts. Select the kind of relationship each conjunction is realising. Is it extending (EX), elaborating (EL) or enhancing (EN)?

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle **because** ( ) her parents were dead. One day she hear her Uncle and Ant talking

about leaving Snow White in the castle **because** ( ) the both wanted to go to America and they did not have enough money to take Snow White. Snow White did not her Uncle and Aunt to do this **so** ( ) she decided it would be best if she ran away. The next morning she ran away from home **when** ( ) her Aunt and Uncle were having breakfast. She ran away into woods. She was very tired and hungry. **Then** ( ) she saw little cottage. She knocked **but** ( ) no one answered **so** ( ) she went inside and fell asleep. **Meanwhile** ( ) the seven dwarfs were coming home from work. They went inside. There they found Snow white sleeping. **Then** ( ) Snow White woke up. She saw the dwarfs. The dwarfs said, “What is your name?” Snow White said: “My name is Snow White”. Doc said, “If you wish you may live here with us”. Snow White said, “Oh, could I? Thank you”. **Then** ( ) Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after. (from Martin 1922:418-9)

### **Nominalisation: moving towards more academic writing**

In English, there is a specialised grammar of writing. This is ‘a grammar evolved over hundreds of years, with science at its cutting edge, to in different ways than talking does’ (Martin, 1991:55). The most outstanding feature of academic writing is the use noun, nominal groups and nominalisation. When we nominalise, we change verbs or adjective into noun forms. That is, they are not originally nouns but verbs or adjectives. In order to see how this takes place, change the following verb forms to nouns. The first one is done.

1. To **educate** becomes: *education*
2. To **inform** becomes:
3. To **distribute**:
4. To **cite**:
5. To **solve**:
6. To **predict**:
7. To **communicate**:
8. To **introduce**:
9. To **transport**:
10. To **produce**:
11. To **pollute**:
12. To **conserve**:
13. To **govern**:
14. To **develop**:
15. To **detain**:

 **Along with nominalisation, personals are removed from writing. To see how this takes place, read the following exercises:**

1 Look now at how to remove personal pronouns from your writing to make academic. Do you use the word ‘people’ often in your writing? Do you use, ‘we’, ‘us’, ‘them’, and ‘they’ in your writing? Read the text below and circle all the personals you find.



In my country, there are very rich people and very poor people. People in the government are corrupt because they take bribes. We cannot live a good life and feel free all the time. I love my country because it is mine and many people the same way. We just wish our government would make more jobs and people could be more equal in their lives.

2 Now, begin to rewrite without the words you circled, i.e., remove every: *my, people, they, we, I, mine, their, etc.*

**For example:** *In my country* becomes: *In* (the name of the country), there are the very rich and the very poor. Do you see what happens when you remove the personals? Often the end of a sentence must become the beginning! Also, you must use higher lexis (vocabulary) to make the writing more academic. In academic writing, there are more nouns and noun groups than there are verbs and verb groups.

3 With the next exercise, you will learn how to move from spoken language to the passive and then to nominalisation.

Read the following table and complete the empty boxes.

Spoken language	➤	How we make paper
Passive form	➤	How paper is made
Nominalisation	➤	The process of paper making

Active	Passive	Nominalisation
How we make paper	How paper is made	paper making
First, people fell trees	First, trees are felled	Felling trees is the first step
Then they remove the branches and leaves	Then the branches and leaves are removed	The second step is the removal of branches and leaves
After that, they transport the logs to the sawmill	The logs are transported to the sawmill	The next step is the transportation of the logs to the sawmill
Next people strip the bark from the trunks		
Saw the trunks into logs		
Convey the logs to the paper mill		
Cut into small strips		
Mix the strips with water		

and acid		
Clean wood pulp		
Bleach the pulp with chemicals to whiten and flatten with rollers Produce sheets of wet Paper		
Press and dry sheets		

4 Now, write the paper making process as a text in your notebook.

### Unpacking the meaning of noun groups and nominalisation

The next text is a paragraph from the essay titled: *Economics and governments: who calls for the shots?*

Examine the table and continue to ‘unpack’ the meaning in the nominalised sentences. You are working from the academic back to the non-academic to discover the writer’s original thinking. This is the opposite of moving from the active to the passive nominalised forms as you did in the paper making exercise.

- Here you will put the personals back into the text, eg, *people*.
- You will change nouns back to their verb forms, eq. *solution* = *to solve*.
- You will change the higher language back down to lower language, more spoken eg, *acknowledges* - *admits to knowing*.

Academic and nominalised	Non-academic with personals
If one acknowledges the inequality that exist in the world	If a person admits to knowing that in the world, people are not equal
the next logical step is to question the reasons behind it.	people need to ask why other people are not equal. What are the reasons?
there needs to be an exploration	People need to explore
of cause and effect	What causes things to happen

and a question of the powers	and people need to question the powers (powers are people who are make decisions and who have power)
that control the circumstances of people in all countries.	people have circumstances, circumstances are their living conditions, their employment etc. These circumstances are controlled by someone in every country
Usually, governments are expected to find solutions	
to economic problems which	
may give rise to poverty, child labour, poor working conditions and low pay. —	
Governments are meant to consider and address problems	
concerning environment and progress.	

**Here is the academic text:**

If one acknowledges the inequality that exists in the world, the next logical step is to question the reasons behind it. There needs to be an exploration of cause and effect and a questioning of the powers that control the circumstances people in all countries. Usually, governments are expected to find solutions to economic problems which may give rise to poverty, child labour, poor working conditions and low pay. Governments are meant to consider and address problems concerning environment and progress.

### Unpacking meaning

Unpack the meaning of the following nominalisations. You must use complete sentences. The first one is done for you.

**1 Debt servicing**—this means that someone or some country borrows money and is obligated to pay it back. To service a debt means that you must do whatever it takes to make the debt good. In other words, whoever borrowed money must pay the money back.

**2 National autonomy**—

**3 A country's self-determination—**

**4 Economic sanctions—**

**5 Dissuasive taxes—**

## **Appendix C: Essay questions**

### **Appendix C1: Pre-test questions**

Instruction: Discuss the following question.

“What do you think about studying abroad?”

### **Appendix C2: Mid-term – Exposition questions**

Instruction: Choose one of the following topics for developing your text.

1. There are reports that most of the gifted and rich Iranian students are planning to study abroad. They think that the quality of education and opportunities in abroad are better than Iran. Do you support such arguments or you oppose them? Should the government provide extra facilities for the national universities? Do you think that the quality of education and facilities is the reason for studying abroad? Discuss it.
2. Recently the government has proposed some penalties for those drivers who use their mobile phone when they are behind the wheel. The penalties include fine and sometimes disqualification of drivers for several months. It has been argued that these measures can prevent some dangerous accidents. Do you think that such probes are really helpful in controlling the careless drivers? Discuss it.
3. There are some news that tobacco industries will print warning signs against using cigarettes on the cigarette boxes. It is believed that to some extent such warnings can protect non-addicted young people who are not yet exposed to cigarette. Do you agree or disagree with it? Do you think that this measure is protective enough for young people? Discuss it.

### **Appendix C3: Final exam – Discussion questions**

Instruction: Choose one of the topics below and write your discussion text.

1. Due to the modern technological advancements, now children are surrounded with different entertainment tools than the previous generations. These tools have become

part of their daily life and some of the children spend part of their time playing with these gadgets. One of the universally used entertainment tool by the children is video or computer games. There are some ideas that support the useful aspect of these games. For example, some experts argue that playing video or computer games increase children's problem-solving abilities and encourage them not to give up easily in facing the everyday challenges. In contrast, there are some views that point out to the negative impact of using video games by children. They refer to some psychological problems such as depression or abnormal behaviours that the children suffer as a result of playing these games. Considering this question, write up your argument both in favour and against the use of this entertainment tool. Try to weigh up which aspect of your argument is stronger than the other.

2. Due to the competition in entering the state-based universities across the country, the students try hard to get the highest point in the university entrance exam. This problem has led most of the parents in Iran, whose children are due to enter the university, to take some measures and pay extra attention for their success. For example, the parents enrol their children in a number of pre-exam classes which are mostly one after another during the whole week. There are reports that these measures are evaluated unbalanced and sometimes counter-productive so that some of the children even do not have a break for entertainment. This is while sometimes the students do not get the expected result and they become extremely disappointed. Even in some cases this lead to the social and psychological problems. On the contrary, there are some views that support such pressures from parents and claim that the majority of students' success is because of the attention they receive from their families. They are also arguing that the students' acceptance in the state-based universities helps a lot to the families' economy. That is, students will have the minimum expenditure in compared with the private institutions. Now, on the light of this, write your arguments in the form of arguments for and arguments against and try to show which aspect of your argument weighs up the other side.
3. There are some reports that over 66 percents of the university students in Iran are female. According to the newspapers, this ratio has increased from 25 percents to the present figure over the last 10 years. It is while the percentage of male students has decreased over the same period to 34 percents. In this regard, some people argue that

now the female students can access to better jobs and social positions than before. They also argue that the contribution of mothers with higher education to their families and the overall society are more than others. However, some people say that this has caused some problems for some disciplines. The proponents of this idea claim that the disciplines such as engineering which require hard labour suits for men than women. This is while taking more women has practically yielded no positive result at least in hard sciences. That is, most of the female students only get their certificate and they are not ready to practice their knowledge. With regard to this problem, write your views in support and rejection of such development. Try to show which side of argument you belong to.

## **Appendix D: Students' Texts**

### **Appendix D1 Pre-test texts**

#### **Text by HGS 1**

There are lots of reasons that people prefer to study abroad. Intelligent students who have not best education facilities such as research and so on, emigrate to developed countries to get their purposes.

Because there are more prosperous chances of work, economic welfare, social and political freedom and so on, the intelligent students from underdeveloped countries attracted by them and prefer to live in developed countries and this factors cause brain drain issue.

#### **Text by HGS 2**

Education systems are different in countries around the world and although scientific resources are sometimes the same but standards of teaching and learning differ from country to country or university to university and as a result of globalization students choose to study abroad for many various reasons specially for higher academic studies.

The first and the most important one can be trying to find better and higher scientific values. But sometimes it's different. For example in our country "Iran" many of university students choose to go to neighbour countries like Turkey because It's somehow easier to get acceptance rather than Iran universities. Although in the case of facilities and "global Ranking" their universities are much better than ours.

As a result of what I mentioned above another reason can be "Brain-Drain" that our students choose to go abroad as a complete contradiction that we have the best minds but we have the worst universities! Because minds raise university rankings not buildings or other living facilities.

And we have to consider other items such as not having enough freedom or bad conditions of everyday life too.

We spoke about the advantages of studying abroad but let's better discuss about disadvantages too. Living in a complete different world with different language and different culture can be very difficult for a young student considering that it takes a considerably long time for higher studies.

But on the whole we have to accept "studying abroad" as a matter of modern life and consider that for developing all the nations equally they should have equal standards and levels of science.

#### **Text by HGS 3**

Some people prefer to study abroad. I didn't had this chance before so I in my opinion it has some advantages and disadvantages.



One of the advantages is you can study in international universities. In this situation you can improve your knowledge better, because you have more educated teachers and professors. I heard about that if you do your best and improve you can get grant from university that you are studying. The other advantages of studying abroad is meeting new people with different cultures, thus it will be interesting. In any point of view if you study in a good university in abroad you can have better opportunity to find work. I think it is one of the most important factors in life.

Despite the fact that studying abroad has advantages, I think it has some disadvantages too. You may get homesick. You may miss your country and your family a lot. On the other hand it can be hard to know all of the roles of that country, therefore you need time to get used to them.

Although studying abroad has some disadvantages, but I think it worth. So I prefer to study abroad.

### **Text by MGS 1**

Many students in iran are interested in studying abroad because our government don't think to prepare good situation for them such as economic welfare, good job, studying facilities so our young people lost their motivation and love with their countries.

They decide to go abroad ad search their dreams.

They may have many problems in abroad and in first stages, they become hopeless but they know that future belong them. After finishing their studies in abroad, they will have very good opportunities in any university that they want to teach. Many universities and scientific institution in Iran are interested in absorbing students that studied in foreign countries.

### **Text by MGS 2**

Most of the people specially young people have a dream of continuing their studies abroad. But going abroad and studying there has it's own difficulties and responsibilities. A person who want to complete or continue his or her studies abroad must have some qualifications such as having knowledge about the culture, people, language etc. having a certain goal is the most important thing that a person who want to travel in order to study must has.

### **Text by MGS 3**

These days studying abroad is an important problem for young people who want to continue their education in best way. As the studying broad is so expensive, people who are going to go other countries should have enough money and knowledge to living other countries.

In my opinion studying in strange countries is very great choise especially in developed contries which pay attention to young men or women to grow and develop. Some people prefer to study in their own hometown but unfortunately because in some countries for example in Iran or other developing countries, the government or other organizations do not mention to these things and don't pay any money or helps for young men. So in that what we can say bad or .... Situation young people especially rich ones leave their hometown or their family and go to strange city to reach their goals.

When young people enter in other country she or he learns its culture inside the studying. sometimes it depends on people.

### **Text by LGS 1**

When we want to start doing something at first we should determine our goals. Now we are studying English that need lots of factors. First enough interest. Second self-confidence and facilities related to ourselves.

In studying there should be some internal attraction that I think I have that factor. But again I think there are not any external attractions like job opportunity.

Studying in our hometown has its advantages and disadvantages, but more disadvantages. Anyway, I prefer to continue it in universities that time and money are not wasted. But, again it has its own problems. At first getting scholarship or visa, money difficulties and etc.

### **Text by LGS 2**

In my opinion studying abroad is the best chance for us to be familiar with other countries culture—way of thinking, way of living, economic, education and so on. Also being an opportunity which we can progress, for example, education and develop our knowledge, degree.

I think in developed countries because of the higher facilities somehow we will arrive the purpose. We follow in addition we will change our idea about the people of that country.

### **Text by LGS 3**

I am studying English for four years in IRAN language institute, and now I'm going to finish it. I prepare myself for entrance exam. last year I failed exam and now I decide to burn midnight oil to pass it. I want to study English because I know I can continue it. but unfortunately in Iran in English institute they focus on Grammar rather than conversation. I also has problem in conversation. this problem occur because in Iran there is no chance we use second language. just we use in English classes. I think it could be better a class was designated to speak second language. in that case we can develop our conversation.

## **Appendix D2: Exposition texts**

### **Text by HGS 1**

Most of the intelligent students tend to emigrate to developed countries. Because their own country has low-quality research standards and shortage of research facilities, they emigrate to expand their major of studies. Also when a country do not appreciate invention/intelligence of an inventor, he/she decide to leave his/her country and live in societies which appreciate his/her work/intelligence. Developed countries invite them by giving chances for further studies, they provide them with high-quality of studying to attract their attention. Lack of economic welfare face people of under developed countries to big problems and attract them to developed countries. Because people of such societies have no job opportunities and job securities for promoting their level of life leave their own country to find a good job that

has material guaranties. At the result, advantage of studying abroad must not be less considered.

### **Text by HGS 2**

As a matter of globalization and the growth in people who want to have higher education, there is a considerable tendency for studying abroad. And this is not limited to students of developing countries it has been convenient among the students of developed countries too. Some people say it is the best way to find self-reliance, better scientific standards and a better view about the world around us. But some are fussing about isolation from family and friends, lack of financial resources and cultural differences.

Studying abroad provides the best opportunity to experience independence while having the support of a university or college. You can find part time jobs to experience the work atmosphere before graduation. You will learn how to balance income and expenditure.

Some people seek better scientific standards traveling abroad. There is no doubt that you can have access to lots of facilities while studying in a good university. Facilities like: good professors, libraries and labs and even better accommodation. If a person wants to study English what does he want to do? Surely he wants to go to native speaking countries like United States, Britain or Australia. It's the best way for you to study Italian architecture while you are in Rome or Horance.

You will understand that costs are high and start finding jobs that you were wishing to have. Bosses might will start to abuse you by not giving the money that you deserve and you may fail in your studies because you have not devoted yourself completely for them.

So students will begin learning how to fight to survive. This will strengthen them and will give them experience. This valuable gift that will never be forgotten. You will gain nothing spending your whole life in rest.

So if you think that studying abroad is the right choice for you to find prosperity, when the impulse is there, no doubt, no second thinking, forget about laziness, don't hesitate, take the chance, risk it all and universe will open doors for you. You will attract your way.

### **Text by HGS 3**

Studying abroad is a good way for students who want get high qualified degree and it has many advantages. Getting high education standard, familiarity of different cultures, getting career advantages, boosting foreign language skills, and becoming self-confident and self-reliant are some of the merits of studying abroad.

Firstly, you can study in higher standard education system than is available in your country. This is one of the important factors in quality of your education.

Secondly, when you study abroad you get familiar with variety of cultures and traditions. You can wide the horizon of your friends and learn about different points of view.

Thirdly, studying abroad provides career advantages. When you study abroad you get many experiences and skills which will be useful for you in having desired job.

Fourthly, when you live in another country you can improve your foreign language skill, and speaking with native speakers can improve your oral skill.

Finally, students who study abroad become independent because they should take care of themselves and solve their own problems and they learn to stand on their own feet. Thus, studying abroad improve their self-confidence and self-reliance.

Studying abroad has many advantages that if you seize the opportunity you can benefited of them.

### **Text by MGS 1**

Studying abroad nowadays is one of the desires of young people in developing countries. Sending the youths to foreign countries for continuing their higher education is accounted as one of aims of these youth's parents. The talented youths aim high level of educational possibilities and progressive methods in order to gain higher degrees and experiences come back to their own countries to serve his countrymen. But this matter has some big problems for these young people.

One of the disadvantages of studying abroad is its extravagant expenses. Expenses such as tuitions, expenses of transportation from home to university, therent of a house and expenses related to food. Certainly these exorbitant costs are unbearable and difficult to pay for many of these gifted students.

Further more there is another big problem for studying in foreign countries that takes too time to be solved. This is differences of culture between two contries. In other words, one who travel from own country will confront (come across) with some problems which need much time that this person can adopted himself/herself to the new condition specially if this person travel from muslem country to nonmuslem country and western countries, he will confront with double difficulties because the religion problem will be added to his/her problems.

But the important disadvantage of studying abroad which we can mention is that the people who have finished their complemental education in abroad, usually don't have tendency toward coming back to their own countries. The researches show that half of these people want to say in abroad and work there. Because the glitters of foreign country and also facilities that they use there, tempt them for staying there. Of course this matter is very harmful for country's development that lose educated parsons.

So we can conclude that studying abroad include some numerous difficulties with itself and people who intend to travel to the foreign countries to continue their studying, should consider the whole sides of it and then do it.

## **Text by MGS 2**

Most of the people, specially young students have a dream of continuing their studies abroad, but it seems some of them do not consider the problems and difficulties that they will encounter in other countries.

firstly the students will have economically problems both in studies charges and in life expensis. Therefore their families have to take responsibility of providing them economically, otherwise the students must find a soutable part-time job to undertake life costs. Of course finding job in a country with different language and culture ha it's own difficulties.

Secondly, living alone in a new country far from family will cause some psycdlogical problems for them. They will really feel the great lack of their families assurance and affection.

The third significant problem is the great differences between the students native language and the language of the country they want to continue their studies there. even for doing simple daily actions or tasks, for example, shopping, taking txi, eating food in a restaurant and as mentioned earlier finding job, etc they will face with a lot of problems.

It seems overcoming the language related difficulties will be easier for students who study a foreign language or at least have the knowledge of the language which is spoken in the country they want to continue their studies.

## **Text by MGS 3**

There are many students who are eager to continue their academic study in a repiuted and well-known university. For these students studying abroad is a good choice through which they can be subjected to several benefits.

Firstly, studying abroad can help students to broaden their horizons. Students who are studying abroad have a chance to meet different people and life styles which makes them to find the world wider than the thing they believed. In addition their cross cultural skills are improved by being exposed to various ideas and making relationship with local communities.

Advancing academic career is another advantage of studying abroad. In fact, studying abroad can be an opportunity which helps students to improve their knowledge and get a qualified degree. Being graduated from a well-known college or university can be a glamorous point in students' resume which makes them to be more acceptable in the view of employers.

Thirdly, studying abroad is a path for students to become matured enough. Learning the comfort of home and not having the support of family causes students to become self-dependent and learn to cope with difficulties in a proper manner. In general living in a foreign country helps a students to build themselves in a stronger individual.

In fact, although studying abroad is difficult, it is a rewarding process in which students take several advantages and gain a lot of experiences. However, it's better for students to consider all aspects of studying abroad and try do not seize this opportunity without weighing.

### **Text by LGS 1**

Studying abroad, nowadays, is one way of success. Students who can't find their academic education system and its situation suitable for themselves, they choose foreign countries for studying. Sometimes they come across with difficulties like language and culture troubles but with considering the advantages of studying abroad like educational facilities, more appropriate job opportunities, widening our capabilities in case of experiences, social degrees and etc., we can forbearance the low disadvantages of it.

The first and the most important factor that absorbs students to English speaking countries is their high standards in education system. Students there face with lots of qualified choices that they can't find them in their hometown. These motivation factors are a lot so development in that developed countries means a great success for them.

Secondly, by studying abroad they can increase their job opportunity during studying and after it. Working during studying help students to have more relationship with local communities and also it has economical benefits. Job opportunities after studying is increased. Because they have not had that much in their own countries. For example, in Iran students after graduation can't find any appropriate job that suit with their field in university like English majors find a job in Banks as a clerk.

In addition being in a modern country causes to have more contacts with other people from other nations that itself causes the increase of their experiences and also the change of their insight toward people and world.

As a conclusion studying abroad is a path of improve in order to being hard working and patient and optimistic toward several problems that we may face.

### **Text by LGS 2**

Some student of English going abroad to study at universities in English — speaking countries. Such as Australia, London and the united states. They want to go where they can study with best education in order to get best knowledge and have opportunity of employment with a good pay after returning to their country.

They encounter with difficulties of financial, barrier of language, home sickness new life style, etc.

Studying abroad is costly. Most of the students try to find part time work. In spite of working they have to study at university because of their dwelling problems and tuition fees. They should devote themselves with university and working programs in order to create balance between their working and studying.

Studying of English sometimes find themselves living and studying with foreign students. This means that they can not communicate easily with them. As a result they have to make an effort to improve their English by making contact with English students or contact with them out of class.

If some students are family — oriented they might feel homesickness and therefore they can not study well. They never thought that they have to leave the country where they were born there and forget their family, relatives , friends and everything that they are dependant them. Consequently, they should attempt to adapt to new situations and environment with this thought that studying abroad is a very good opportunity and a brilliant future that leading them to the success.

They might expose to some habits of life style. For example they might face with bad habits of life style (like drugs, sex and gamble) or the different ways of thinking, communication, wearing cloth and also they miss their favorite local food and etc. They should devote to that countries culture and way of living in order to they can tolerate living there.

In conclusion, students should accept and encounter all difficulties of they have a change to study abroad and try to study well and live independent and maintain their stand under any circumstance.

### **Text by LGS 3**

Today some youngsters have the ambition of studying abroad. They think that the quality of education in foreign countries are better than their own. [[Studying abroad]] has lots of advantages such as acquirement [unidiomatic] of English language, acquisition of different culture and traditions, having lots of job opportunities that will be discussed below.

Firstly, we can acquire a good knowledge of English, and we can improve it by communicating with native speakers. For instance, when we want to go shopping, get a ticket and something like this, we had to speak English to say what we want, this could be one type of [[improving our English]], bear in mind that all the people in foreign countries that we get in touch with them are our teacher, they help us to improve our English indirectly.

Secondly, we acquaint with different culture and traditions. So we have a good knowledge about different culture and traditions that could be very useful for us in the future, in addition, we can learn the language of the country that we live there, if the country was one of the non-English speaking country. So it was considered a privilege of us because we know one extra languages.

Thirdly, we will have several place in different companies. We will be flooded with different job offers that await us when we will be graduated. The reason that these people gravitate toward several company is they are qualified for that job, they get a lot of experiences while they are in foreign countries, and more importantly, having the ability to understand different culture that could be useful in market places.

Finally, studying abroad is a good choice that we shouldn't miss it. As we know opportunities knocks but once. We should seize the opportunity and make the most of it.

## **Appendix D3: Discussion texts**

### **Text by HGS 1**

Playing video games alter child's behaviour. There are either positive and negative effects of video games on children. Violent game increase afraid, worried, suspicions behaviour in children and give them the idea that violent and aggressive behaviour are an acceptable way to deal with problems and conflict. Playing violent video games increase underpressure and depression in children. These factors caused children no to be successful in their education. When children are in bad mood and have stresses, they cannot concentrate well to studying and fail in their education. But there are some ideas that children can learn some skills by playing games. some skills such as quick thinking, mapping memeory, hypothesis testing, estimating skills. By playing games they can practice such skills that are not often in school curriculum.

According to researchers failing in games decrease self-confidence of children and cause they do not believe their abilities and their own ideas. But wining the games increase their self-confidence that for solving problems just they can rely on themselves.

Playing video games in groups encourage children to participate in social situations and involve their ideas to group, but some children lose the chance of participating in social groups by playing game individually.

According to health news, video games prevent children eating good and attract them to fast foods. Because the nutrition value of fast foods are les, the children cannot absorb the vitamins and proteins that is necessary for their body and face them with a lot of healthy problems.

We cannot say all of the video games have negative effects or positive effects on children. effects of it is mixture of them. But the parent must help to their children, control their behaviour and also teach them to select best one's.

### **Text by HGS 2**

Modern world and technology has brought us a new generation of entertainment which our parents have rarely experienced it. Parents say that video games should be put aside for it's bad effects but owners of video game companies argue against this idea. Overdose of playing video games or playing bad video games may lead to aggression, isolation, exhaustion and overspent of money. But the industry of video game has been the cause of a growth in economy, employment of millions of people, development of many computing elements and improvement and increase of learning process.

Many aggressive behaviours can be learnt from the video games. For instance in Sega's "Mortal Combat" characters fight with each other in a dual mode and when one of them is defeated completely and he/she is ready to die, there is an end called "Finish him" that the defeated one is being killed in a very aggressive style like cutting head or slicing body into pieces: showing no sign of mercy.

In the same game mentioned above there are also female characters like: Sonya, Kittana and Meleena dressed up in a very unpleasant style which can be worse for young girls to copy them.



Children who play video games a lot are deprived of the taste of real friendship. They are shy on the surface but aggressive one layer under. They show no interest in social activities and are deprived of good aspects they could have learnt from their friends.

Playing video games over and over makes children become tired with no actual benefit for them. Once they lose in a game, the level should be started from the beginning. Although it does not seem to be pleasant for them but in order to reach higher levels they should try it. But this is a never ending approach.

Children tend to spend lots of money buying new games and consoles. It should be considered that video games are not as cheap as it seems because of the copyright laws. This cycle is repeated annually for some special games like “Fi Fa” of EA sports and because the footballers of each club are changed every year children tend to buy them. As a matter of development in graphic cards, new versions of video game consoles are released and Junkees of video games have been seen to even sleep in front of the market to be from the first who buy them although they are more expensive when first released.

The industry of video games took about 10 bilion USD in 2007. Beside the people who are selling games, consoles, and computing elements. Video games industry has employed millions of people as game programmer, graphic designer, and ... Only in China 50 million of amateur game programmers are doing the same thing.

Many of computing elements owe their development to video games. Beside the graphical card which seems to be the most important one, sound cards were used in video games replacing digital sound. CD ROMs are derived at their highest speed while playing video games and Unix was developed for a special game.

Children can have good memories playing video games. It can help children to improve their imagination sense being an effective tool to learn many good things simulation for many purposes like car driving, piloting and ...Nobody can deny that designers should be creative people to produce nice games.

On the whole, video games are an undeniable part of modern life and surely we will see that the art of video games even will get better day by day.

### **Text by HGS 3**

Nowadays children spend a lot of their time on playing video games. Video games have some merits and demerits. Children should not be allowed to play much video game and parents should limit the hours that they put on playing video games. In the one hand, some of the advantages of video games are educational improvement and gaining imaginary power. In the other hand, increasing aggressive behaviours, becoming nervous, wasting time and getting lower grades in school are some of the disadvantage of playing video games.

Some of video games can use in curriculum and helps children in education improvement. For example those video games which learn English can boost their foreign language skill and even for young children it is useful to play video games which learn alphabet.

Playing video games can improve children's imaginary power, because children experience a lot of things through playing.

Video games, which they can't experience in reality. So using video games can expand imaginary in children.

Some of video games have violence, so using these video games for a long time can cause aggressive behaviour in children. They spend a lot of time playing these sort of games. Thus, it influence their behaviour. Meanwhile, these video games make children nervous.

Finally, playing much more video games is a kind of wasting time and it can lead decreasing children's grads in school and university. Experts find out that by cutting down using video games, children's grads raise.

Consequently, if parents control and limit the duration of children's playing, they can be confident about the positive effects of that, and their children can be benefited from its duration.

### **Text by MGS 1**

Nowadays video games are very popular and current. These games have gathered many fans for itself in all over the world. The big group of these games' fan are belonged to children video games now are available for children in every where even in children's own houses so they play with them whenever they want. In fact video games have become one of the most interesting intertainment for children. Many parents and researchers believe that these games may have some harmful aspects while the children themselves and some other experts agree with video games. there are arguments, therefore, both for and against video games.

One of disadvantages of video games is about children's behaviours. Children who play as much video games they can become nervous and aggressive. Because when they play them just want to win. So they are under the pressure of winning. This anxiety make them nervous and when they continue to play more and more they change into nervous and aggressive persons.

Another argument about disadvantages of video games is about obesity. Playing video games cause obesity-inducing between children. Because children who are interested tyo play compute games don't have any physical activity when they are playing. In past children play more activity and they have more movement and motion. But nowadays with these interesting games, children have less tendency to play ancient games. so little by little obesity is been current between these children.

Furthermore playing these games extravagantly cause that children be nouty and lazy about their school's homeworks. Most of the children, when arrive home, before doing homeworks want to play games and this cause they pay less attention to lessons, so they may get bad marks.

Although there arguments against video games, but some socialists and psychologist believe that these games help children to gain some social skills and they can develop their social behaviours. For example with playing games like Sherek children can learn some good behaviour from these game's heroes that they can use them in their ordinary life.

In conclusion, it seems that disadvantages of video games are more stronger than good aspects of it. So we can say that playing these games extremely, can cause behavioural problems such as nervousness. In addition, it cause obesity-inducing between children that is very big and important in industrial societies and also may cause some educational problems such a as bad marks and even educational-falling.

### **Text by MGS 2**

with the entrance of new technology, computers and video, people began to use them in various situations and places, such as offices, bank, companies, and then these tool entered to the houses, specially to the youngsters bedrooms, and as a result they spend most of their times in their bedrooms playing games. the importance of the matter occupied the researchers's minds as well as parents whether playing games for more hours affect children's behaviour and actions or not. With regarding to some personal experiences it seems these tools may cause both good habits and behaviour in some children and bad habits and behaviour in the others depending on the time and type of playing games.

Parents noticed their children behaviour after playing games for some more hours and they found that children began to some strange and sometimes violent actions or behaviour. It seemed they were acting like other favorite characters in the games.

It seems children little by little become addicted to playing games. they want to play more and more and as a result the become relevant and lazy to do their homeworks or other tasks and spent a little time for doing them.

Even in some cases playing games for more hours affects children psychology very severely. They play games even in their dreams and they are nervious and anxious during the night.

However, nowday, some teachers believe that these wonderful tools should be used in educational systems as seriously as books. They think students are more eager to learn difficult or boring lessons through playing games, than old-fashioned books. They think students can improve their literacy skills by writing games programs.

Some parents claim that they can train their children the social and cultural tasks or behaviour very effectively through playing certain games.

By playing special type of games children can learn to be strong, brave, and hopeful after they loose a game and begin to play again and again until they become successful.

I believe that playing games have a big and important role in children's life. But the time of playing and the type of games played in bedrooms has to be controlled by parents or the player themselves. So by this way the negative sides of playing games will be noticably reduced.

### **Text by MGS 3**

Children of today are surrounded by technology and various entertainments that are full of violence. Video games are one of these entertainments which are the subject of frequent controversy. These are debates about advantages and disadvantages of games and specialists present different reasons for their claims.

Extensive video game playing is associated with aggressive behaviour. Video games are very influential and playing games in which there are graphic images of blood and violence makes children to show more delinquent aggressive behaviours. A study show that teenagers who play violant game get into fight with police more than the others.

Video games not only cause aggressive attitudes but physical disorders. The excitement which occurs in these games makes brain to produce a hormone leading to obesity. During playing violant games heart rate and blood pressure changes too.

Playing video games can lead to poor academic performance. Most of these games are just time consuming pastime and interfere with students' time to study. Furthermore the excitement of games make children curious to know more so they spend a lot of time in order to apply new skills.

On the other hand some specialists believe that video games develop children's social skills. Interactive games which portrate communication skills through the characters can help children to learn how to communicate and interact with others.

In addition video games can be used as a healthy entertainment which facilitate students learning. Since video games are more attractive for students than school books, designers can design the school subjects in the form of games in which students learn the lesson unconsciously.

However it seems that the disadvantages of video games outweigh the advantages. Children are at very impressionable age and violent games will have destructive effects on them. It is better for parents to control their children and replace these games with other healthy entertainments.

### **Text by LGS 1**

Nowadays, children have more tendency to modern entertainment as video games, so it causes new debates among researchers. All of them have their own claims. Some of them reject these games but some of them speaks about the advantages of it in children improvement many aspects of their life.

The researchers who agree with video games indicate that these games cause development in mental capacity whenever a child try to find some ways as a solution within a game he/she activate his/her creativity but this is true in some limited kinds of games. It is like they want to solve a limited kinds of games. It is likely they want to solve a mathematic problem but in a very interesting way.

Recent studies have shown that video games cause to increase social relationship among children. For example, some games are created in a way that children have connection with imaginary family and they have to suppose they are in this family and now they have to construct a house or decorate it. These kinds of games are sample of small community that causes improvement in social environment.

In contrast, other researchers have a very strong focus on the relation caused by some games especially those related to speed and combat. Video games are very influencial in children so

there was any violent in that games they easily affected. And it can impact in their daily behaviour.

The other negative point of video games is their time consuming affect. Teenagers usually prefer more entertainment than studying their lessons so it again causes another problem: obesity that is the result of continues watching and playing (being a couch potato).

As a conclusion I think video games can be helpful in children training and education. And we can make it available for all children but it should be controlled to avoid abusing.

### **Text by LGS 2**

Children should be allowed to play as much video games as they can. Video games are made as an entertainment for children but in practice we have got bad results. Playing so much video games tend to distract children from more important things like homework and social activities and interactions.

Children's grade may be fall. That is they do not do their homework. If parents allow video games dominate child' leisure and study time, they can decrease development of skills in sports, music, art and etc. Video games will affect children's performance in school if they ignore their reading and homework.

Playing so much video games can decrease important social interactions with family and friends. That is children may show some unnormal actions such as aggressive behaviour, crying, laughing, depressing and etc. Playing as much as video games cause children choose being alone and waste their time with playing video games and addicted to them.

Although video games can decrease social activities and homework, they can make kids feel comfortable with this technology. Video games enable some children gain skills such as inventive thinking, writing game programs and improve language learning in order to give them ability to talk to people around the world. Video games can provide a powerful medium for education and for affecting positive social changes.

In conclusion, parents should attempt do not allow children spend a lot of time playing. Parents should balance between the times of playing games, doing homework and participating social activities and interactions.

### **Text by LGS 3**

Today children are surrounded by technology and entertainment that was full of violence. Some experts believe that some video games have negative effect on children like make them aggressive while others said that all video games are not bad. Not do all games incite violence. There are some arguments on this issue that will be discussed below. In this essay we will be considered both sides.

A common reason given why video games are bad is that the children who spend a lot of time playing video games had the lowest academic grades in college and also they engage in more aggressive delinquent behaviours.

Those in favour of video games believe that some educational video games have positive effect on children. A lot of educational institutions make use of them. Educational video games work great and effective in teaching children various academic skills. They increase children's motivation, communication, alertness and so on. Most of American teachers have found some improvement in children's mathematics, spelling, speaking and etc. Some countries' government is pondering and rehearsing ways to integrate such games in their academic curriculum.

Another argument against video games is that, these games desensitize children into violence. They give them the idea that violence is an acceptable way to deal with problems and conflicts.

Perhaps the strong reason why video games are good is the releasing of some researches that was suggested these game's merits. According to one of these researches, frequent players score better at vision tests as compared to non-players. It has also been found that video games improve children's logical thinking ability and problem solving skills.

Another research that suggest some demerits of video games is that children who spent a lot of time playing video games not only are easily susceptible to some long-term problems like bad postures and RSI but also cause daily disequilibrium in their daily routine.

In summary, it seems that the disadvantages of playing computer games outweigh the advantages. I think it is better not to play video games because they have some negative consequences. Playing video games could be replaced by some other activities like exercising, reading, and etc.

## Appendix E: Genre staging analyses of texts

**Table E1.** Pre-test text by IELTS high group student 1 (HGS1)

Part	Functional Stages	Text
Introduction	Thesis (this student has started to argue about her position)	<b>Para 1</b> 1 There are lots of reasons that people prefer to study abroad.
	Argument 1	<b>Para 2</b> //2 Intelligent students who have not best education facilities such as research and so on, emigrate to developed countries to get their purposes.
Body	Point elaborations	//3 Because there are more prosperous chances of work, economic welfare, social and political freedom and so on, the intelligent students from underdeveloped countries attracted by them and prefer to live in developed countries and this factors cause brain drain issue.
	Conclusion	
Conclusion	Restatement of position	There is no conclusion section.
	Reinforcement	

**Table E2.** Pre-test text by IELTS high group student 2 (HGS2)

Part	Functional stages	Text
Introduction	Identification	<b>Para 1</b> /1 Education systems are different in countries around the world and although scientific resources are sometimes the same but standards of teaching and learning differ from country to country or university to university and //as a result of globalization students choose to study abroad for many various reasons specially for higher academic studies.
	Thesis	
Body	Argument “for”1	<b>Para 2</b> //2 The first and the most important one can be trying to find better and higher scientific values.

	<b>Embedded Exemplum report</b>	3 But sometimes it's different. /4 For example in our country "Iran" many of university students choose to go to neighbour countries like Turkey because it's somehow easier to get acceptance rather than Iran universities. 5 Although in the case of facilities and "global Ranking" their universities are much better than ours.
	<b>Argument "for" 2</b>	<b>Para 3</b> //6 As a result of what I mentioned above another reason can be "Brain-Drain" that our students choose to go abroad as a complete contradiction that we have the best minds but we have the worst universities!
	<b>Point elaborations</b>	/7 Because minds raise university rankings not buildings or other living facilities.
	<b>Argument "for" 3</b>	<b>Para 4</b> //8 And we have to consider other items such as not having enough freedom or bad conditions of everyday life too.
	<b>Argument "against" 1</b>	<b>Para 5</b> 9 We spoke about the advantages of studying abroad but let's better discuss about disadvantages too. //10 Living in a complete different world with different language and different culture can be very difficult for a young student considering that it takes a considerably long time for higher studies.
<b>Conclusion</b>	<b>Restatement of the position</b> <b>Recommendation</b>	<b>Para 6</b> //11 But on the whole we have to accept "studying abroad" as a matter of modern life and consider that for developing all the nations equally they should have equal standards and levels of science.

**Table E3.** Pre-test text by IELTS high group student 3 (HGS3)

<b>Part</b>	<b>Functional Stages</b>	<b>Text</b>
<b>Introduction</b>	<b>Identification</b> <b>Constructing the Thesis</b>	<b>Para 1</b> 1 Some people prefer to study abroad. //2 I didn't had this chance before so in my opinion it has some advantages and disadvantages.



<b>Body</b>	<b>Argument “for” 1</b>	<b>Para 2</b> //3 One of the advantages is you can study in international universities.
	<b>Point elaborations</b>	/4 In this situation you can improve your knowledge better because you have more educated teachers and professors. 5 I heard about that if you do your best and improve you can get grant from university that you are studying.
	<b>Argument “for” 2</b> <b>Point elaborations</b>	6 The other advantages of studying abroad is meeting new people with different cultures, thus it will be interesting. 7 In any point of view if you study in a good university in abroad you can have better opportunity to find work. 8 I think it is one of the most important factors in life.
	<b>Argument “against” 1</b>	<b>Para 3</b> //9 Despite the fact that studying abroad has advantages, I think it has some disadvantages too.
	<b>Point elaborations</b>	/10 You may get homesick.11 You may miss your country and your family a lot. 12 On the other hand it can be hard to know all of the roles of that country, therefore you need time to get used to them.
<b>Conclusion</b>	<b>Restatement of the position (The Thesis does not clearly indicate the same position)</b>	<b>Para 4</b> 13 Although studying abroad has some disadvantages, but I think it worth.
	<b>Reinforcement</b>	14 So I prefer to study abroad.

**Table E4.** Pre-test text by IELTS middle group student 1 (MGS1)

Part	Functional Stages	Text
Introduction	<b>Identification</b>  <b>Constructing Thesis</b>	<b>Para 1</b> //1 Many students in iran are interested in studying abroad because our government don't think to prepare good situation for them such as economic welfare, good job, studying facilities so our young people lost their motivation and love with their countries.
		<b>Para 2</b> 2 They decide to go abroad ad search their dreams.
Body	<b>Argument 1</b>	3 They may have many problems in abroad and in first stages, they become hopeless but they know that future belong them.
	<b>Point elaborations</b>	4 After finishing their studies in abroad, they will have very good opportunities in any university that they want to teach.
	<b>Argument 2</b>	5 Many universities and scientific institution in Iran are interested in absorbing students that studied in foreign countries.
	<b>Point elaborations</b>	

**Table E5.** Pre-test text by IELTS middle group student 2 (MGS2)

Part	Functional Stages	Text
Introduction	<b>Identification</b>	<b>Para 1</b> /1 When we want to start doing something at first we should determine our goals. 2 Now we are studying English that need lots of factors. 3 First enough interest. 4 Second self-confidence and facilities related to ourselves.
		<b>Para 2</b> 5 In studying there should be some internal attraction that I think I have tat factor. 6 But again I think there are not any external attractions like job opportunity.
Body	<b>Tending to construct Thesis</b>	<b>Para 3</b> //6 Studying in our hometown has it's advantages and disadvantages, but more disadvantages.

<b>Conclusion</b>	<p><b>Recommendation</b></p> <p>(This student tends to discuss discursively by presenting the positive and negative aspects of studying abroad. She is not familiar with the way this discourse is functioning in the English language.)</p>	<p>//7 Anyway, I prefer to continue it in universities that time and money are not wasted. 8 But, again it has its own problems. 9 At first getting scholarship or visa, money difficulties and etc.</p>
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**Table E6.** Pre-test text by IELTS middle group student 3 (MGS3)

Part	Functional Stages	Text
<b>Introduction</b>	<p><b>Identification</b></p> <p><b>Thesis</b></p>	<p><b>Para 1</b> /1 These days studying abroad is an important problem for young people who want to continue their education in best way. 2 As the studying broad is so expensive, people who are going to go other countries should have enough money and knowledge to living other countries.</p> <p><b>Para 2</b> //3 In my opinion studying in strange countries is very great choise especially in developed contries which pay attention to young men or women to grow and develop.</p>
<b>Body</b>	<p><b>Argument</b></p> <p><b>Embedded exemplum</b></p>	<p>4 Some people prefer to study in their own hometown but unfortunately because in some countries <b>for example</b> in Iran or other developing countries, the government or other organizations do not mention to these things and don't pay any money or helps for young men. 5 <b>So</b> in that what we can say bad or .... 6 Situation young people especially rich ones leave their hometown or their family and go to strange city to reach their goals.</p>
	<p><b>Argument 2</b></p>	<p><b>Para 3</b> //7 When young people inter in other country she or he learns its culture inside the studying. <u>sometimes it depends on people.</u></p>

**Table E7.** Pre-test text by IELTS low group student 1 (LGS1)

Part	Functional Stages	Text
Introduction	Identification Constructing Thesis	<b>Para 1</b> /1 Most of the people specially young people have a dream of continuing their studies abroad. //2 But going abroad and studying there has it's own difficulties and responsibilities.
Body	Argument Conclusion	/3 A person who want to complete or continue his or her studies abroad must have some qualifications such as having knowledge about the culture, people, language etc. /having a certain goal is the most important thing that a person who want to travel in order to study must has.

**Table E8.** Pre-test text by IELTS low group student 2 (LGS2)

Part	Functional Stages	Text
Introduction	Identification Thesis	<b>Para 1</b> /1 In my opinion studying abroad is the best chance for us to be familiar with other countries culture—way of thinking, way of living, economic, education and so on. //2 Also being an opportunity which we can progress, for example, education and develop our knowledge, degree.
Body	Argument 1	<b>Para 2</b> //I think in develop countries because of the higher facilities somehow we will arrive the purpose.
	Point elaborations Conclusion	/3 We follow in addition we will change our idea about the people of that country.

**Table E9.** Pre-test text by IELTS low group student 3 (LGS3)

Part	Functional Stages	Text
<b>Introduction</b>	<b>(This participant has completely rejected the topic and has developed his own story).</b>	<p><b>Para 1</b>            1 I am studying English for four years in IRAN language institute, and now I'm going to finish it. 2 I prepare myself for entrance exam. 3 last year I failed exam and now I decide to burn mide night oil to pass it. 4 I want to study English because I know I can continue it. 5 but unfortunately in Iran in English institute they focus on Grammer rather than conversation. 6 I also has problem in conversation. 7 this problem occur because in Iran there is no chance we use second language. 8 just we use in English classes. 9 I think it could be better a class was designated to speak second language. 10 in that case we can develop our conversation.</p>

**Table E10.** Exposition text by IELTS high group student 1 (HGS1)

Part	Functional Stages	Text
<b>Introduction</b>	<b>Identification</b> <b>Thesis</b>	<p><b>Para 1</b>            /1 Most of the intelligent students tend to emigrate to developed countries. //2 Because their own country has low-quality research standards and shortage of research facilities, they emigrate to expand their major of studies.</p>
<b>Body</b>	<b>Argument 1</b>	//3 Also when a country do not appreciate invention/intelligence of an inventor, he/she decide to leave his/her country and live in societies which appreciate his/her work/intelligence.
	<b>Point elaborations</b>	/4 Developed countries invite them by giving chances for further studies, they provide them with high-quality of studying to attract their attention.
	<b>Argument 2</b>	//5 Lack of economic welfare face people of under developed countries to big problems and attract them to developed countries.
	<b>Point elaborations</b>	/6 Because people of such societies have no job apportunities and job securities for promoting their level of lifeness leave their own country to find a good job that has material guaranties.

<b>Conclusion</b>	<b>Reinforcement</b>	<p><b>Para 2</b> //7 At the result, advantage of studying abroad must not be less considered.</p>
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**Table E11.** Exposition text by IELTS high group student 2 (HGS 2)

Part	Functional Stages	Text
<b>Introduction</b>	<p><b>Identification</b></p> <p><b>Preview</b></p> <p><b>Statement of the position</b></p>	<p><b>Para 1</b> //1 As a matter of globalization and the growth in people who want to have higher education, there is a considerable tendency for studying abroad. 2 And this is not limited to students of developing countries it has been convenient among the students of developed countries too. 3 Some people say it is the best way to find self-reliance, better scientific standards and a better view about the world around us. 4 But some are fussing about isolation from family and friends, lack of financial resources and cultural differences.</p>
<b>Body</b>	<b>Argument “for” 1</b>	<p><b>Para 2</b> //5 Studying abroad provides the best opportunity to experience independence while having the support of a university or college.</p>
	<b>Point elaborations</b>	<p>//6 You can find part time jobs to experience the work atmosphere before graduation. 7 You will learn how to balance income and expenditure.</p>
	<b>Argument “for” 2</b>	<p><b>Para 3</b> 8 Some people seek better scientific standards traveling abroad. //9 There is no doubt that you can have access to lots of facilities while studying in a good university.</p>
	<b>Point elaborations</b>	<p>//10 Facilities like: good professors, libraries and labs and even better accommodation.</p>
	<b>Argument “for” 3</b>	<p>//11 If a person wants to study English what does he want to do?</p>
	<b>Point elaborations</b>	<p>//12 Surely he wants to go to native speaking countries like United States, Britain or Australia. 13 It’s the best way for you to study Italian architecture while you are in Rome or Horance.</p>

	<b>Argument “for” 4</b>	<b>Para 4</b> //14 You can get the eye to see the world around you by studying abroad.
	<b>Point elaborations</b> <b>Conclusion</b>	//15 You can go to developed countries and visit their beautiful places while managing yourself to get accustomed to learn a foreign language. 16 Undoubtly you will begin to consider new things about the world around you.
	<b>Argument “against” 1</b>	17 But some say: there must be something going on wrong. //18 You will miss the people who were around you and finding new friends will seem to be difficult.
	<b>Argument “against” 2</b>	//19 Not knowing the language and the culture of that country will be added to the ones mentioned above.
	<b>Argument “against” 3</b>	//20 You will understand that costs are high and start finding jobs that you were wishing to have.
	<b>Point elaborations</b>	//21 Bosses might will start to abuse you by not giving the money that you deserve and you may fail in your studies because you have not devoted yourself completely for them.
	<b>Argument “for” 5</b>	<b>Para 5</b> //22 So students will begin learning how to fight to survive.
	<b>Point elaborations</b>	//23 This will strengthen them and will give them experience. 24 This valuable gift that will never be forgotten. 25 You will gain nothing spending your whole life in rest.
<b>Conclusion</b>	<b>Advice</b>	<b>Para 6</b> //26 So if you think that studying abroad is the right choice for you to find prosperity, when the impulse is there, no doubt, no second thinking, forget about laziness, don’t hesitate, take the chance, risk it all and universe will open doors for you.
	<b>Reinforcement</b>  “This student has produced discussion essay prior to the discussion teaching/learning cycle”	//27 You will attract your way.

**Table E12.** Exposition text by IELTS high group student 3 (HGS3)

Part	Functional Stages	Text
Introduction	Thesis Preview	<b>Para 1</b> //1 Studying abroad is a good way for students who want get high qualified degree and it has many advantages. /2 Getting high education standard, familiarity of different cultures, getting career advantages, boosting foreign language skills, and becoming self-confident and self-reliant are some of the merits of studying abroad.
	Argument 1	<b>Para 2</b> //3 Firstly, you can study in higher standard education system than is available in your country.
Body	Point elaborations	/4 This is one of the important factors in quality of your education.
	Argument 2	<b>Para 3</b> //5 Secondly, when you study abroad you get familiar with variety of cultures and traditions.
	Point elaborations	/6 You can wide the horizon of your friends and learn about different points of view.
	Argument 3	<b>Para 4</b> //7 Thirdly, studying abroad provides career advantages.
	Point elaborations	/8 When you study abroad you get many experiences and skills which will be useful for you in having desired job.
	Argument 4	<b>Para 5</b> //9 Fourthly, when you live in another country you can improve your foreign language skill, and speaking with native speakers can improve your oral skill.
	Argument 5	<b>Para 6</b> //10 Finally, students who study abroad become independent because they should take care of themselves and solve their own problems and they learn to stand on their own feet. Thus, studying abroad improve their self-confidence and self-reliance.
	Conclusion	
	Restatement of the thesis	/12 Studying abroad has many advantages that if you seize the opportunity you can benefited of them.



**Table E13.** Exposition text by IELTS middle group student 1 (MGS1)

Part	Functional Stages	Text
Introduction	<p><b>Identification</b></p> <p><b>Thesis</b></p>	<p><b>Para 1</b>  //1 Studying abroad nowadays is one of the desires of young people in developing countries. 2 Sending the youths to foreign countries for continuing their higher education is accounted as one of aims of these youth's parents. 3 The talented youths aim high level of educational possibilities and progressive methods in order to gain higher degrees and experiences come back to their own countries to serve his countrymen. //4 But this matter has some big problems for these young people.</p>
	<p><b>Argument 1</b></p> <p><b>Point elaborations</b></p> <p><b>Conclusion</b></p>	<p><b>Para 2</b>  //5 One of the disadvantages of studying abroad is its extravagant expenses.  //6 Expenses such as tuitions, expenses of transportation from home to university, therent of a house and expenses related to food. 7 Certainly these exorbitant costs are unbearable and difficult to pay for many of these gifted students.</p>
Body	<p><b>Argument 2</b></p> <p><b>Point elaborations</b></p>	<p><b>Para 3</b>  //8 Further more there is another big problem for studying in foreign countries that takes too time to be solved. 9 This is differences of culture between two contries.  //10 In other words, one who travel from own country will confront (come across) with some problems which need much time that this person can adopted himself/herself to the new condition specially if this person travel from muslem country to nonmuslem country and western countries, he will confront with double difficulties because the religion problem will be added to his/her problems.</p>
	<p><b>Argument 3</b></p>	<p><b>Para 4</b>  //11 But the important disadvantage of studying abroad which we can mention is that the people who have finished their complemental education in abroad, usually don't have tendency toward coming back to their own countries.</p>

	<p><b>Point elaborations</b></p> <p><b>Conclusion</b></p>	<p>/12 The researches show that half of these people want to say in abroad and work there. 13 Because the glitters of foreign country and also facilities that they use there, tempt them for staying there. 14 Of course this matter is very harmful for country's development that lose educated parsons.</p>
Conclusion	<p><b>Restatement of the position</b></p> <p><b>Suggestion</b></p>	<p><b>Para 5</b> //15 So we can conclude that studying abroad include some numerous difficulties with itself and people who intend to travel to the foreign countries to continue their studying, should consider the whole sides of it and then do it.</p>

**Table E14.** Exposition text by IELTS middle group student 2 (MGS2)

Part	Functional Stages	Text
Introduction	<p><b>Thesis</b></p> <p><b>Preview</b></p>	<p><b>Para 4</b> /1 Studying abroad, nowadays, is one way of success. 2 Students who can't find their academic education system and its situation suitable for themselves, they choose foreign countries for studying. //3 Sometimes they come across with difficulties like language and culture troubles but with considering the advantages of studying abroad like educational facilities, more appropriate job opportunities, widening our capabilities in case of experiences, social degrees and etc., we can forbearance the low disadvantages of it.</p>
	<p><b>Argument 1</b></p>	<p><b>Para 5</b> //4 The first and the most important factor that absorbs students to English speaking countries is their high standards in education system.</p>
Body	<p><b>Point elaborations</b></p> <p><b>Conclusion</b></p>	<p>/5 Students there face with lots of qualified choices that they can't find them in their hometown. 6 These motivation factors are a lot so development in that developed countries means a great success for them.</p>
	<p><b>Argument 2</b></p>	<p><b>Para 6</b> //7 Secondly, by studying abroad they can increase their job opportunity during studying and after it.</p>

	<b>Point elaborations</b>  <b>Embedded exemplum</b>	/8 Working during studying help students to have more relationship with local communities and also it has economical benefits. 9 Job opportunities after studying is increased. Because they have not had that much in their own countries. /10 For example, in Iran students after graduation can't find any appropriate job that suit with their field in university like English majors find a job in Banks as a clerk.
	<b>Argument 3</b>	<b>Para 7</b> //11 In addition being in a modern country causes to have more contacts with other people from other nations that itself causes the increase of their experiences and also the change of their insight toward people and world.
<b>Conclusion</b>	<b>Restatement of the position</b>	<b>Para 8</b> //12 As a conclusion studying abroad is a path of improve in order to being hard working and patient and optimistic toward several problems that we may face.

**Table E15.** Exposition text by IELTS middle group student 3 (MGS3)

Part	Functional Stages	Text
<b>Introduction</b>	<b>Identification</b> <b>Thesis</b> <b>Preview</b>	<b>Para 1</b> /1 There are many students who are eager to continue their academic study in a repiuted and well-known university. //2 For these students studying abroad is a good choice through which they can be subjected to several benefits.
<b>Body</b>	<b>Argument 1</b>	<b>Para 2</b> //3 Firstly, studying abroad can help students to broaden their horizons.
	<b>Point elaborations</b>	/4 Students who are studying abroad have a chance to meet different people and life styles which makes them to find the world wider than the thing they believed. 5 In addition their cross cultural skills are improved by being exposed to various ideas and making relationship with local communities.
	<b>Argument 2</b>	<b>Para 3</b> //6 Advancing academic career is another advantage of studying abroad.

	<b>Point elaborations</b>	//7 In fact, studying abroad can be an opportunity which helps students to improve their knowledge and get a qualified degree. 8 Being graduated from a well-known college or university can be a glamorous point in students' resume which makes them to be more acceptable in the view of employers.
	<b>Argument 3</b>	<b>Para 4</b> //9 Thirdly, studying abroad is a path for students to become matured enough.
	<b>Point elaborations</b>	//10 Leaving the comfort of home and not having the support of family causes students to become self-dependent and learn to cope with difficulties in a proper manner. 11 In general living in a foreign country helps a students to build themselves in a stronger individual.
<b>Conclusion</b>	<b>Restatement of the position</b>	<b>Para 5</b> //12 In fact, although studying abroad is difficult, it is a rewarding process in which students take several advantages and gain a lot of experiences.
	<b>Rejection</b>	//13 However, it's better for students to consider all aspects of studying abroad and try do not seize this opportunity without weighing.

**Table E16.** Exposition text by IELTS low group student 1 (LGS1)

<b>Part</b>	<b>Functional Stages</b>	<b>Text</b>
<b>Introduction</b>	<b>Identification/ Thesis</b>	<b>Para 1</b> //1 Most of the people, specially young students have a dream of continuing their studies abroad, //but it seems some of them do not consider the problems and difficulties that they will encounter in other countries.
<b>Body</b>	<b>Argument 1</b>	<b>Para 2</b> //2 firstly the students will have economically problems both in studies chargs and in life expensis.

	<b>Point elaborations</b>	/3 Therefore their families have to take responsibility of providing them economically, otherwise the students must find a suitable part-time job to undertake life costs. 4 Of course finding job in a country with different language and culture has its own difficulties.
	<b>Argument 2</b>	<b>Para 3</b> //5 Secondly, living alone in a new country far from family will cause some psychological problems for them.
	<b>Point elaborations</b>	/6 They will really feel the great lack of their families assurance and affection.
	<b>Argument 3</b>	<b>Para 4</b> //7 The third significant problem is the great differences between the students native language and the language of the country they want to continue their studies there.
	<b>Point elaborations</b>	/8 even for doing simple daily actions or tasks, for example, shopping, taking taxi, eating food in a restaurant and as mentioned earlier finding job, etc they will face with a lot of problems. <b>Para 5</b> 9 It seems overcoming the language related difficulties will be easier for students who study a foreign language or at least have the knowledge of the language which is spoken in the country they want to continue their studies.
	<b>There is no explicit concluding section.</b>	

**Table E17.** Exposition text by IELTS low group student 2 (LGS2)

Part	Functional Stages	Text
<b>Introduction</b>	<b>Identification</b>	<b>Para 1</b> /1 Some student of English going abroad to study at universities in English — speaking countries. Such as Australia, London and the United States. //2 They want to go where they can study with best education in order to get best knowledge and have opportunity of employment with a good pay after returning to their country.
	<b>Thesis</b>	

<b>Body</b>	<b>Argument 1</b>	<b>Para 2</b> //3 They encounter with difficulties of financial, barrier of language, home sickness new life style, etc.
	<b>Argument 2</b>	<b>Para 3</b> //4 Studying abroad is costly.
	<b>Point elaborations</b>	/5 Most of the students try to find part time work. 6 In spite of working they have to study at university because of their dwelling problems and tuition fees. 7 They should devote themselves with university and working programs in order to create balance between their working and studying.
	<b>Argument 3</b>	<b>Para 4</b> //8 Studying of English sometimes find themselves living and studying with foreign students. 9 This means that they can not communicate easily with them.
	<b>Point elaborations</b>	10 As a result they have to make an effort to improve their English by making contact with English students or contact with them out of class.
	<b>Argument 4</b>	<b>Para 5</b> //11 If some students are family—oriented they might feel homesickness and therefore they can not study well.
	<b>Point elaborations</b>	/12 They never thought that they have to leave the country where they were born there and forget their family, relatives , friends and everything that they are dependant them. 13 Consequently, they should attempt to adapt to new situations and environment with this thought that studying abroad is a very good opportunity and a brilliant future that leading them to the success.
	<b>Conclusion</b>	
<b>Conclusion</b>	<b>Argument 5</b>	<b>Para 6</b> //14 They might expose to some habits of life style.
	<b>Point elaborations</b>	/15 For example they might face with bad habits of life style (like drugs, sex and gamble) or the different ways of thinking, communication, wearing cloth and also they miss their favorite local food and etc. 16 They should devote to that countries culture and way of living in order to they can tolerate living there.
	<b>Conclusion</b>	
	<b>Rejection</b>	<b>Para 7</b> 17 In conclusion, students should accept and encounter all difficulties of they have a change to study abroad and try to study well and live independent and maintain their stand under any circumstance.

**Table E18.** Exposition text by IELTS low group student 3 (LGS3)

Part	Functional Stages	Text
Introduction	<b>Identification</b>  <b>Thesis</b>  <b>Preview</b>	<b>Para 1</b> /1 Today some youngsters have the ambition of studying abroad. 2 They think that the quality of education in foreign countries are better than their own. //3 Studying abroad has lots of advantages such as acquirement of English language, acquisition of different culture and traditions, having lots of job opportunities that will be discussed below.
Body	<b>Argument 1</b>	<b>Para 2</b> //4 Firstly, we can acquire a good knowledge of English, and we can improve it by communicating with native speakers.
	<b>Point elaborations</b>	/5 For instance, when we want to go shopping, get a ticket and something like this, we had to speak English to say what we want, this could be one type of improving our English, bear in mind that all the people in foreign countries that we get in touch with them are our teacher, they help us to improve our English indirectly.
	<b>Argument 2</b>	<b>Para 3</b> //6 Secondly, we acquaint with different culture and traditions.
	<b>Point elaborations</b>	/7 So we have a good knowledge about different culture and traditions that could be very useful for us in the future, in addition, we can learn the language of the country that we live there, if the country was one of the non-English speaking country. 8 So it was considered a privilege of us because we know one extra languages.
	<b>Conclusion</b>	
	<b>Argument 3</b>	<b>Para 4</b> //9 Thirdly, we will have several place in different companies.
<b>Point elaborations</b>	/10 We will be flooded with different job offers that await us when we will be graduated. 11 The reason that these people gravitate toward several company is they are qualified for that job, they get a lot of experiences while they are in foreign countries, and more importantly, having the ability to understand different culture that could be useful in market places.	

<b>Conclusion</b>	<b>Restatement of the position</b>	<b>Para 5</b> //12 Finally, studying abroad is a good choice that we shouldn't miss it. 13 As we know opportunities knocks but once.
	<b>Recommendation</b>	//14 We should seize the opportunity and make the most of it.

**Table E19.** Discussion text by IELTS high group student 1 (HGS1)

Part	Functional Stages	Text
<b>Introduction</b>	<b>Identification</b>  <b>Preview</b>  <b>Statement of the position</b>	<b>Para 1</b> /1Playing video games alter child's behaviour. /2There are either positive and negative effects of video games on children. //3Violent game increase afraid, worried, suspicions behaviour in children and give them the idea that violent and aggressive behaviour are an acceptable way to deal with problems and conflict. 4 Playing violent video games increase under pressure and depression in children. 5 These factors caused children no to be successful in their education. 6 When children are in bad mood and have stresses, they cannot concentrate well to studying and fail in their education. 7 But there are some ideas that children can learn some skills by playing games. 8 some skills such as quick thinking, mapping memeory, hypothesis testing, estimating skills. 9 By playing games they can practice such skills that are not often in school curriculum.
<b>Body</b>	<b>Argument "against" 1</b>	<b>Para 2</b> //10 According to researchers failing in games decrease self-confidence of children and cause they do not believe their abilities and their own ideas.
	<b>Argument "for" 1</b>	//11 But wining the games increase their self-confidence that for solving problems just they can rely on themselves.
	<b>Argument "for"2</b>	<b>Para 3</b> //12 Playing video games in groups encourage children to participate in social situations and involve their ideas to group, but some children lose the chance of participating in social groups by playing game individually.
	<b>Argument "against" 2</b>	<b>Para 4</b> //13 According to health news, video games prevent children eating good and attract them to fast foods.



	<b>Point elaborations</b>	/14 Because the nutrition value of fast foods are les, the children cannot absorb the vitamins and proteins that is necessary for their body and face them with a lot of healthy problems.
<b>Conclusion</b>	<b>Restatement of the Position</b>	<b>Para 5</b> //15 We cannot say all of the video games have negative effects or positive effects on children. effects of it is mixture of them.
	<b>Recommendation</b>	/16 But the parent must help to their children, control their behaviour and also teach them to select best one's.

**Table E20.** Discussion text by IELTS high group student 2 (HGS2)

<b>Part</b>	<b>Functional Stages</b>	<b>Text</b>
<b>Introduction</b>	<b>Identification</b> <b>Statement of the position</b> <b>Preview</b>	<b>Para 1</b> /1 Modern world and technology has brought us a new generation of entertainment which our parents have rarely experienced it. //2 Parents say that video games should be put aside for it's bad effects but owners of video game companies argue against this idea. /3 Overdose of playing video games or playing bad video games may lead to aggression, isolation, exhaustion and overspent of money. 4 But the industry of video game has been the cause of a growth in economy, employment of millions of people, development of many computing elements and improvement and increase of learning process.
<b>Body</b>	<b>Argument "against" 1</b>	<b>Para 2</b> //5 Many aggressive behaviours can be learnt from the video games.
	<b>Embedded Exemplum report 1</b>	/6 For instance in Sega's "Mortal Combat" characters fight with each other in a dual mode and when one of them is defeated completely and he/she is ready to die, there is an end called "Finish him" that the defeated one is being killed in a very aggressive style like cutting head or slicing body into piece showing no sign of mercy.

	<b>Embedded Exemplum report 2</b>	<b>Para 3</b> //7 In the same game mentioned above there are also female characters like: Sonya, Kittana and Meleena dressed up in a very unpleasant style which can be worse for young girls to copy them.
<b>Body</b>	<b>Argument “against” 2</b>	<b>Para 4</b> //8 Children who play video games a lot are deprived of the taste of real friendship.
	<b>Point elaborations</b>	//9 They are shy on the surface but aggressive one layer under. 10 They show no interest in social activities and are deprived of good aspects they could have learnt from their friends.
	<b>Argument “against” 3</b>	<b>Para 5</b> //11 Playing video games over and over makes children become tired with no actual benefit for them. 12 Once they lose in a game, the level should be started from the beginning.
	<b>Point elaborations</b>	//13 Although it does not seem to be pleasant for them but in order to reach higher levels they should try it. 14 But this is a never ending approach.
	<b>Argument “against” 4</b>	<b>Para 6</b> //15 Children tend to spend lots of money buying new games and consoles.
	<b>Point elaborations</b>	16 It should be considered that video games are not as cheap as it seems because of the copyright laws. 17 This cycle is repeated annually for some special games like “Fi Fa” of EA sports and because the footballers of each club are changed every year children tend to buy them. 18 As a matter of development in graphic cards, new versions of video game consoles are released and Junkees of video games have been seen to even sleep in front of the market to be from the first who buy them although they are more expensive when first released.
	<b>Argument “for” 1</b>	<b>Para 7</b> //19 The industry of video games took about 10 billion USD in 2007.
	<b>Point elaborations</b>	20 Beside the people who are selling games, consoles, and computing elements. 21Video games industry has employed millions of people as game programmer, graphic designer, and ... 22 Only in China 50 million of amateur game programmers are doing the same thing.
	<b>Argument “for” 2</b>	<b>Para 8</b> //23 Many of computing elements owe their development to video games.

	<b>Point elaborations</b>	//24 Beside the graphical card which seems to be the most important one, sound cards were used in video games replacing digital sound. 25 CD ROMs are derived at their highest speed while playing video games and Unix was developed for a special game.
<b>Conclusion</b>	<b>Argument “for” 3</b>	<b>Para 9</b> //26 Children can have good memories playing video games.
	<b>Point elaborations</b>	//27 It can help children to improve their imagination sense being an effective tool to learn many good things simulation for many purposes like car driving, piloting and ... 28 Nobody can deny that designers should be creative people to produce nice games.
	<b>One-sided conclusion</b>	<b>Para 10</b> //29 On the whole, video games are an undeniable part of modern life and surely we will see that the art of video games even will get better day by day.

**Table E21.** Discussion text by IELTS high group student 3 (HGS3)

<b>Part</b>	<b>Functional Stages</b>	<b>Text</b>
<b>Introduction</b>	<b>Background</b> <b>Preview</b> <b>Statement of the issue</b>	<b>Para 1</b> /1 Nowadays children spend a lot of their time on playing video games. /2 Video games have some merits and demerits. //3 Children should not be allowed to play much video game and parents should limit the hours that they put on playing video games. 4 In the one hand, some of the advantages of video games are educational improvement and gaining imaginary power. 5 In the other hand, increasing aggressive behaviours, becoming nervous, wasting time and getting lower grades in school are some of the disadvantage of playing video games.
<b>Body</b>	<b>Argument “for” 1</b>	<b>Para 2</b> //6 Some of video games can use in curriculum and helps children in education improvement.

	<b>Point elaborations</b>	/7 For example those video games which learn English can boost their foreign language skill and even for young children it is useful to play video games which learn alphabet.
	<b>Argument “for” 2</b>	<b>Para 3</b> //8 Playing video games can improve children’s imaginary power, because children experience a lot of things through playing.
	<b>Point elaborations</b> <b>Conclusion</b>	/9 Video games, which they can’t experience in reality. 10 So using video games can expand imaginary in children.
	<b>Argument “against” 1</b>	<b>Para 4</b> //11 Some of video games have violence, so using these video games for a long time can cause aggressive behaviour in children.
	<b>Point elaborations</b> <b>Conclusion</b>	/12 They spend a lot of time playing these sort of games. 13 Thus, it influence their behaviour. 14 Meanwhile, these video games make children nervous.
	<b>Argument “against” 2</b>	<b>Para 5</b> //15 Finally, playing much more video games is a kind of wasting time and it can lead decreasing children’s grads in school and university.
	<b>Point elaborations</b>	/16 Experts find out that by cutting down using video games, children’s grads raise.
<b>Conclusion</b>	<b>Restatement of the position</b>	<b>Para 6</b> //17 Consequently, if parents control and limit the duration of children’s playing, they can be confident about the positive effects of that, and their children can be benefited from its duration.

**Table E22.** Discussion text by IELTS middle group student 1 (MGS1)

Part	Functional Stages	Text
Introduction	<p><b>Background</b></p> <p><b>Statement of Issue</b></p> <p><b>Preview</b></p>	<p><b>Para 1</b>                      /1 Nowadays video games are very popular and current. 2 These games have gathered many fans for itself in all over the world. 3 The big group of these games' fan are belonged to children video games now are available for children in every where even in children's own houses so they play with them whenever they want. 4 In fact video games have becomed one of the most interesting intertainment for children. //5 Many parents and researchers believe that these games may have some harmful aspects while the children themselves and some other experts agree with video games. /6 there are arguments, therefore, both for and against video games.</p>
Body	<p><b>Argument "against" 1</b></p>	<p><b>Para 2</b>                      //7 One of disadvantages of video games is about children's behaviours.</p>
	<p><b>Point elaborations</b></p>	<p>/8 Children who play as much video games they can become nervous and aggressive. 9 Because when they play them just want to win. 10 So they are under the pressure of winning. 11This anxiety make them nervous and when they continue to play more and more they change into nervous and aggressive persons.</p>
	<p><b>Argument "against" 2</b></p>	<p><b>Para 3</b>                      //12 Another argument about disadvantages of video games is about obesity.</p>
	<p><b>Point elaborations</b></p>	<p>/13 Playing video games cause obesity-inducing between children. 14 Because children who are interested tyo play compute games don't have any physical activity when they are playing. 15 In past children play more activity and they have more movement and motion. 16 But nowadays with these interesting games, children have less tendency to play ancient games. 17 so little by little obesity is been current between these children.</p>
	<p><b>Argument "against" 3</b></p>	<p><b>Para 4</b>                      //18 Furthermore playing these games extravagantly cause that children be nouty and lazy about their school's homeworks.</p>

	<b>Point elaborations</b>	/19 Most of the children, when arrive home, before doing homeworks want to play games and this cause they pay less attention to lessons, so they may get bad marks.
	<b>Argument “for” 1</b>	<b>Para 5</b> //20 Although there arguments against video games, but some socialists and psychologist believe that these games help children to gain some social skills and they can develop their social behaviours.
	<b>Embedded exemplum</b>	/21 For example with playing games like Sherek children can learn some good behaviour from these game’s heroes that they can use them in their ordinary life.
<b>Conclusion</b>	<b>Reinforcement</b>	<b>Para 6</b> //22 In conclusion, it seems that disadvantages of video games are more stronger than good aspects of it. /23 So we can say that playing these games extremely, can cause behavioural problems such as nervousness. 24 In addition, it cause obesity-inducing between children that is very big and important in industrial societies and also may cause some educational problems such as bad marks and even educational-fall

**Table E23.** Discussion text by IELTS middle group student 2 (MGS2)

<b>Part</b>	<b>Functional Stages</b>	<b>Text</b>
<b>Introduction</b>	<b>Background</b> <b>Statement of Issue</b>	<b>Para 1</b> /1 Nowadays, children have more tendency to modern entertainment as video games, so it causes new debates among researchers. 2 All of them have their own claims. //3 Some of them reject these games but some of them speaks about the advantages of it in children improvement many aspects of their life.

<b>Body</b>	<b>Argument “for” 1</b>	<b>Para 2</b> //4 The researchers who agree with video games indicate that these games cause development in mental capacity whenever a child try to find some ways as a solution within a game he/she activate his/her creativity but this is true in some limited kinds of games.
	<b>Point elaborations</b>	5 It is like they want to solve a limited kinds of games. 6 It is likely they want to solve a mathematic problem but in a very interesting way.
	<b>Argument “for” 2</b>	<b>Para 3</b> //7 Recent studies have shown that video games cause to increase social relationship among children.
	<b>Point elaborations</b>	/8 For example, some games are created in a way that children have connection with imaginary family and they have to suppose they are in this family and now they have to construct a house or decorate it. 9 These kinds of games are sample of small community that causes improvement in social environment.
	<b>Argument “against” 1</b>	<b>Para 4</b> //10 In contrast, other researchers have a very strong focus on the relation caused by some games especially those related to speed and combat.
	<b>Point elaborations</b>	/11Video games are very influential in children so there was any violent in that games they easily affected. 12 And it can impact in their daily behaviour.
	<b>Argument “against” 2</b>	<b>Para 5</b> //13 The other negative point of video games is their time consuming affect.
	<b>Point elaborations</b>	/14 Tenagers usually prefer more entertainment than studying their lessons so it again causes another problem: obesity that is the result of continues watching and playing (being a coach potato).
<b>Conclusion</b>	<b>Restatement of the position</b>	<b>Para 6</b> //15 As a conclusion I think video games can be helpful in children training and education.//16 And we can make it available for all children but it should be controlled to avoid abusing.

**Table E24.** Discussion text by IELTS middle group student 3 (MGS3)

Part	Functional Stages	Text
Introduction	Background	<p><b>Para 1</b>                      /1 Children of today are surrounded by technology and various entertainments that are full of violence. 2 Video games are one of these entertainments which are the subject of frequent controversy. //3 These are debates about advantages and disadvantages of games and specialists present different reasons for their claims.</p>
	Statement of Issue	
Body	Argument “against” 1	<p><b>Para 2</b>                      //4 Extensive video game playing is associated with aggressive behaviour.</p>
	Point elaborations	<p>/5 Video games are very influential and playing games in which there are graphic images of blood and violence makes children to show more delinquent aggressive behaviours. 6 A study show that teenagers who play violant game get into fight with police more than the others.</p>
	Argument “against” 2	<p><b>Para 3</b>                      //7 Video games not only cause aggressive attitudes but physical disorders.</p>
	Point elaborations	<p>/8 The excitement which occurs in these games makes brain to produce a hormone leading to obesity. 9 During playing violant games heart rate and blood pressure changes too.</p>
	Argument “against” 3	<p><b>Para 4</b>                      //10 Playing video games can lead to poor academic performance.</p>
	Point elaborations	<p>/11 Most of these games are just time consuming pastime and interfere with students’ time to study. 12 Furthermore the excitement of games make children curious to know more so they spend a lot of time in order to apply new skills.</p>
	Argument “for” 1	<p><b>Para 5</b>                      //13 On the other hand some specialists believe that video games develop children’s social skills.</p>



	<b>Point elaborations</b>	/14 Interactive games which portrate communication skills through the characters can help children to learn how to communicate and interact with others.
	<b>Argument “for” 2</b>	<b>Para 6</b> //15 In addition video games can be used as a healthy entertainment which facilitate students learning.
	<b>Point elaborations</b>	/16 Since video games are more attractive for students than school books, designers can design the school subjects in the form of games in which students learn the lesson unconsciously.
<b>Conclusion</b>	<b>One sided conclusion</b>	<b>Para 7</b> //17 However it seems that the disadvantages of video games outweigh the advantages. 18 Children are at very impressionable age and violent games will have destructive effects on them.
	<b>Recommendation</b>	//19 It is better for parents to control their children and replace these games with other healthy entertainments.

**Table E25.** Discussion text by IELTS low group student 1 (LGS1)

Part	Functional Stages	Text
Introduction	Background	<p><b>Para 1</b>                      /1 with the entrance of new technology, computers and video, people began to use them in various situations and places, such as offices, bank, companies, and then these tool entered to the houses, specially to the youngsters bedrooms, and as a result they spend most of their times in their bedrooms playing games. 2 the importance of the matter occupied the researchers’s minds as well as parents whether playing games for more hours affect children’s behaviour and actions or not. //3 With regarding to some personal experiences it seems these tools may cause both good habits and behaviour in some children and bad habits and behaviour in the others depending on the time and type of playing games.</p>
	Statement of issue	
Body	Argument “against” 1	<p><b>Para 2</b>                      //4 Parents noticed their children behaviour after playing games for some more hours and they found that children began to some strange and sometimes violent actions or behaviour.</p>
	Point elaborations	<p>//5 It seemed they were acting like other favorite characters in the games.</p>
	Argument “against” 2	<p><b>Para 3</b>                      //6 It seems children little by little become addicted to playing games.</p>
	Point elaborations	<p>//7 they want to play more and more and as a result the become relevant and lazy to do their homeworks or other tasks and spent a little time for doing them. 8 Even in some cases playing games for more hours affects children psychology very severly. 9 They play games even in their dreams and they are nervous and anxious during the night.</p>
	Argument “for” 1	<p><b>Para 4</b>                      //10 However, nowday, some teachers believe that these wonderful tools should be used in educational systems as seriously as books.</p>

	<b>Point elaborations</b>	/11 They think students are more eager to learn difficult or boring lessons through playing games, than old-fashioned books. 12 They think students can improve their literacy skills by writing games programs.
	<b>Argument “for” 2</b>	<b>Para 5</b> //13 Some parents claim that they can train their children the social and cultural tasks or behaviour very effectively through playing certain games.
	<b>Argument “for” 3</b>	<b>Para 6</b> //14 By playing special type of games children can learn to be strong, brave, and hopeful after they loose a game and begin to play again and again until they become successful.
<b>Conclusion</b>	<b>Restatement of the position</b>  <b>Recommendation</b>	<b>Para 7</b> //15 I believe that playing games have a big and important role in children’s life.  //16 But the time of playing and the type of games played in bedrooms has to be controlled by parents or the player themselves. 17 So by this way the negative sides of playing games will be noticably reduced.

**Table E26.** Discussion text by IELTS low group student 2 (LGS2)

<b>Part</b>	<b>Functional Stages</b>	<b>Text</b>
<b>Introduction</b>	<b>Background</b>  <b>Statement of Issue (Not properly constructed)</b>	<b>Para 1</b> /1 Children should be allowed to play as much video games as they can. //2 Video games are made as an entertainment for children but in practice we have got bad results. 3 Playing so much video games tend to distract children from more important things like homework and social activities and interactions.
<b>Body</b>	<b>Argument “against” 1</b>	<b>Para 2</b> //4 Children’s grade may be fall.

	<b>Point elaborations</b>	/5 That is they do not do their homework. 6 If parents allow video games dominate child' leisure and study time, they can decrease development of skills in sports, music, art and etc. 7 Video games will affect children's performance in school if they ignore their reading and homework.
	<b>Argument "against" 2</b>	<b>Para 3</b> //8 Playing so much video games can decrease important social interactions with family and friends.
	<b>Point elaborations</b>	/9 That is children may show some unnormal actions such as aggressive behaviour, crying, laughing, depressing and etc. 10 Playing as much as video games cause children choose being alone and waste their time with playing video games and addicted to them.
	<b>Argument "for" 1</b>	<b>Para 4</b> //11 Although video games can decrease social activities and homework, they can make kids feel comfortable with this technology.
	<b>Point elaborations</b>	/12 Video games enable some children gain skills such as inventive thinking, writing game programs and improve language learning in order to give them ability to talk to people around the world. 13 Video games can provide a powerful medium for education and for affecting positive social changes.
<b>Conclusion</b>	<b>Recommendation</b>	<b>Para 5</b> //14 In conclusion, parents should attempt do not allow children spend a lot of time playing. 15 Parents should balance between the times of playing games, doing homework and participating social activities and interactions.

**Table E27.** Discussion text by IELTS low group student 3 (LGS3)

Part	Functional Stages	Text
Introduction	<p><b>Background</b></p> <p><b>Statement of Issue</b></p> <p><b>Preview</b></p>	<p><b>Para 1</b>  //1 Today children are surrounded by technology and entertainment that was full of violence. 2 Some experts believe that some video games have negative effect on children like make them aggressive while others said that all video games are not bad. //3 Not do all games incite violence. /4 There are some arguments on this issue that will be discussed below. 5 In this essay we will be considered both sides.</p>
Body	<p><b>Argument “against” 1</b></p>	<p><b>Para 2</b>  //6 A common reason given why video games are bad is that the children who spend a lot of time playing video games had the lowest academic grades in college and also they engage in more aggressive delinquent <u>behaviours</u>.</p>
	<p><b>Argument “for” 1</b></p>	<p><b>Para 3</b>  //7 Those in favour of video games believe that some educational video games have positive effect on children.</p>
	<p><b>Point elaborations</b></p>	<p>//8 A lot of educational institutions make use of them. 9 Educational video games work great and effective in teaching children various academic skills. 10 They increase children’s motivation, communication, alertness and so on. 11 Most of American teachers have found some improvement in children’s mathematics, spelling, speaking and etc. 12 Some countries’ government is pondering and rehearsing ways to integrate such games in their academic curriculum.</p>
	<p><b>Argument “for” 2</b></p>	<p><b>Para 4</b>  //15 Perhaps the strong reason why video games are good is the releasing of some researches that was suggested these game’s merits.</p>
	<p><b>Point elaborations</b></p>	<p>//16 According to one of these researches, frequent players score better at vision tests as compared to non-players. 17 It has also been found that video games improve children’s logical thinking ability and problem solving skills.</p>

	<p><b>Argument “against” 2</b></p>	<p><b>Para 5</b>  //18 Another research that suggest some demerits of video games is that children who spent a lot of time playing video games not only are easily susceptible to some long-term problems like bad postures and RSI but also cause daily disequilibrium in their daily routine.</p>
<p><b>Conclusion</b></p>	<p><b>One sided conclusion</b></p>	<p><b>Para 6</b>  //19 In summary, it seems that the disadvantages of playing computer games outweigh the advantages.</p>
	<p><b>Recommendation</b></p>	<p>//20 I think it is better not to play video games because they have some negative consequences. 21 Playing video games could be replaced by some other activities like exercising, reading, and etc.</p>

## Appendix F: the analysis of GM

### Ravelli's (1985) classification of grammatical metaphor and the analyses of students' texts

The highlighted items are excluded from the analysis as unidiomatic expressions.

**Table F1.** Pre-test text by HGS1

1	Content	Ravelli's Classification		
		Macro	Micro	Categories
1.	There are lots of <u>reasons</u>	0	1	5a
2.	that people prefer to study abroad.	0	0	
3.	Intelligent students [[ <u>who have not best education facilities such as research and so on,</u> ]] emigrate to developed countries [to get their / <u>purposes.</u> ]	0	4	8a,3c 1b
4.	Because there are more <u>prosperous/ chances of work,</u> <u>economic welfare,</u> <u>social and political freedom</u> and so on,	2	5	7a, 1a 7a,7a,1a
5.	the intelligent students from underdeveloped countries [[ <u>attracted by them</u> ]] and prefer to live in developed countries	0	1	8a
6.	and this <u>factors cause brain drain</u> issue.	1	2	5a,5b,3a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
6	4	13
Ratio of Macro Metaphor to Clauses	Ratio of Micro Metaphor to Clauses	
0.50	2.16	

**Table F2.** Pre-test text by HGS2

1	Content	Ravelli's Classification		
		Macro	Micro	Categories
9.	<u>Education</u> systems are different in countries around the world	0	0	
10.	and although <u>scientific/ resources</u> are sometimes the same	1	2	7a, 1a

11. but <u>standards of teaching/ and learning</u> differ from country to country or university to university	0	2	2, 2
12. and as a <u>result/ of globalization</u> students choose to study abroad for many various <u>reasons</u> specially for <u>higher/ academic/ studies</u> .	2	6	5a, 1a 5a,9,7a 1a
13. The first and the most important one can be <u>[[trying to find better and higher/ scientific/ values.]]</u>	1	4	8a, 9 7a, 1b
14. <u>[[But sometimes it's different.]]</u>	0	0	8b
15. For example in our country "Iran" many of university students choose to go to neighbour countries like Turkey	0	0	
16. because it's somehow easier to get <u>acceptance</u> rather <u>[[than Iran universities.]]</u>	0	2	1a 8a
17. <u>[[Although in the case of facilities and "global/ Ranking"]]</u> their universities are much better than ours.	0	3	3c 8b,9, 1e
18. As a <u>result</u> of <u>[[what I mentioned above]]</u> another <u>reason</u> can be " <u>Brain-Drain</u> " <u>[[that our students choose to go abroad as a complete/contradiction ]]</u>	1	7	5a,8b 5a,3a 8a 9,1b
19. <u>[[that we have the best/ minds]]</u>	1	3	8a,9,1b
20. but we have the <u>worst/ universities!</u>	0	1	9
21. Because <u>minds</u> raise university <u>rankings</u> not buildings or other <u>living/ facilities</u> .	1	4	1b,1e 2,3c
22. And we have to consider other items such as <u>[[not having enough freedom or bad/ conditions of everyday life too.]]</u>	0	3	8a 3a,1a
23. but let's better discuss about <u>disadvantages</u> too.	0	1	1a
24. We spoke about the <u>advantages</u> of studying abroad but let's better discuss about <u>disadvantages</u> too.	0	2	1a 1a
25. <u>[[Living in a complete/ different/ world with different language and different/ culture]]</u> . can be very difficult for a young student	1	4	8b,9, 7a 7a
26. <u>[[considering that]]</u> it takes a <u>considerably/ long/ time</u> for <u>higher/ studies</u> .	2	7	8a,5b 3b,9,1b,9 1a



27. But on the whole we have to accept [[“studying/abroad”]] as a matter of <u>modern/ life</u>	0	3	8b 7a, 1a
28. and consider	0	0	
29. [[that for developing all the nations <u>equally</u> ]] they should have [[equal standards and levels of science.]]	0	2	8b 8a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
20	10	56
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.50		2.80

**Table F3:** Pre-test text by HGS3

1	Content	Ravelli's Classification		
		Macro	Micro	Categories
1.	Some people prefer to study abroad.	0	0	
2.	I didn't had this <u>chance</u> before	0	1	1a
3.	so in my opinion it has some <u>advantages</u> and <u>disadvantages</u> .	0	2	1a 1a
4.	[[One of the <u>advantages</u> ]] is	0	2	8b,1a
5.	[[you can study in <u>international/</u> universities.]]	0	1	8a,9
6.	In this situation you can improve your <u>knowledge</u> better	0	1	1b
7.	because you have more educated teachers and professors.	0	0	
8.	I heard about	0	0	
9.	[[that if you do your best and improve]]	0	0	8b
10.	[[you can get <u>grant</u> from university]]	0	2	8a,1a
11.	[[that you are studying]]	0	1	8a
12.	[[The other <u>advantages</u> of studying abroad]] is [[ <u>meeting new people with different cultures</u> .]]	0	1	8b,1a, 8a

13. thus it will be interesting.	0	0	
14. In any point of view[[if you study in a good university in abroad]]	0	1	8b
15. [[you can have better <u>opportunity</u> [[to find work.]]	0	2	8a,3c,8a
16. I think	0	0	
17. it is one of the most important/ factors in life.	0	0	
18. Despite the fact that studying abroad has <u>advantages</u> ,	0	1	1a
19. I think	0	0	
20. it has some <u>disadvantages</u> too.	0	1	1a
21. You <u>may</u> get homesick.	0	1	4a
22. You <u>may</u> miss your country and your family a lot.	0	1	4a
23. On the other hand it can be hard [[to know all of the <u>roles</u> of that country.]]	0	1	8a
24. therefore you need time [[to get used to them.]]	0	1	8a
25. Although studying abroad has some <u>disadvantages</u> ,	0	1	1a
26. but I think	0	0	
27. it worth.	0	0	
28. So I prefer to study abroad.	0	0	

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
28	0	21
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0		0.75

**Table F4.** Pre-test text by MGS1

1	Content	Ravelli's Classification		
		Macro	Micro	Categories
	1. Many students in iran are interested in [[studying abroad]]	0	1	8a
	2. because our government don't think to prepare good situation for them such as <u>economic</u> welfare, good job, <u>studying/ facilities</u>	2	3	9, 2,3c
	3. so our young people lost their <u>motivation</u> and <u>love</u> with their countries.	0	2	1d,1e
	4. They decide to go abroad	0	0	
	5. ad search their <u>dreams</u> .	0	1	1b
	6. They <u>may</u> have many problems in abroad	0	1	4a
	7. and in <u>first/ stages</u> , they become <u>hopless</u>	0	3	9, 1a,1b
	8. [[but they know ]]	0	0	
	9. [[that future belong them.]]	0	0	
	10. [[After finishing their <u>studies</u> in abroad,]]	0	2	8b, 1a
	11. they will have <u>very/good/opportunities</u> in any university [[that they want to teach. ]]	1	4	9, 9,3c 8a
	12. Many universities and <u>scientific/ institution</u> in Iran are interested in [[absorbing students]]	1	3	8b,7a 8a
	13. [[that studied in foreign countries.]]	0	0	8a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
13	4	20
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.30		1.53

**Table F5.** Pre-test text by MGS2

1	Content	Ravelli's Classification		
		Macro	Micro	Categories
	1. When we want to start doing something at first we should determine our <u>goals</u> .	0	1	1a

2. Now we are studying English that need lots of factors.	0	0	
3. First enough interest. Second <u>self-confidence</u> and <u>facilities</u> related to ourselves.	0	3	9 1b,3c
4. In studying there should be some <u>internal/ attraction</u>	0	2	9,1b
5. that I think	0	0	
6. I have tat factor.	0	0	
7. But again I think	0	0	
8. there are not <u>any external/ attractions</u> like job <u>opportunity</u> .	1	3	9,1a 3c
9. [[ <u>Studying in our hometown</u> ]] has it's <u>advantages</u> and <u>disadvantages</u> , but more <u>disadvantages</u> .	0	4	8b,1a,1a,1a
10. Anyway, I prefer to continue it in universities	0	0	
11. [[that time and money are not wasted.]]	0	1	8a
12. But, again it has its own problems.	0	0	
13. At first <u>getting/ scholarship</u> or visa, money <u>difficulties</u> and etc.	0	3	2,7b 4b

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
13	1	16
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.07		1.23

**Table F6.** Pre-test text by MGS3

1	Content	Ravelli's Classification		
1.	These days [[ <u>studying abroad</u> ]] is an important problem for young people [[ <u>who want to continue their education in best/way</u> .]]	Macro 0	Micro 5	Categories 8b 8a,1a,9,1a
2.	As the [[ <u>studying broad</u> ?]] is so	0	2	8b

<u>expensive,</u>			1a
3. people [[who are going to go other countries]] should have enough money and knowledge to living other countries.	0	1	8a
4. In my opinion [[studying in strange countries]] is <u>very great/choise</u> especially in developed contries	1	3	8b 9,1a
5. [[which pay attention to young men or women [[to grow and develop.]]	0	3	8a,1b 8a
6. Some people prefer to study in their own hometown	0	0	
7. but unfortunately because in some countries for example in Iran or other developing countries, the government or other <u>organizations</u> do not mention to these things	0	1	1a
8. and don't pay any money or helps for young men.	0	0	
9. So in that what we can say bad or .... Situation	0	0	
10. young people especially rich ones leave their hometown or their family	0	0	
11. and go to strange city [[to reach their <u>goals.</u> ]]	0	2	8a,1a
12. When young people inter in other country	0	0	
13. she or he learns its culture inside the <u>studying.</u>	0	1	1a
14. sometimes it depends on people.	0	0	

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
14	1	18
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.07		1.28

**Table F7.** Pre-test text by LGS1

Content	Ravelli's Classification		
	Macro	Micro	Categories
1 1. Most of the people specially young people have a <u>dream</u> of <u>[[continuing their studies abroad.]]</u>	0	3	1b,8a 1a
2. But <u>[[going abroad and [[studying there]] ]]</u> has it's own <u>difficulties</u> and <u>responsibilities</u> .	0	4	8b,8b 3c 3c
3. A person <u>[[who want to complete or [[continue his or her studies abroad]] ]]</u> must have some <u>qualifications</u> such as <u>[[having knowledge about the culture, people, language etc.]]</u>	0	5	8a 8a,1a 1a 8a
4. <u>[[having a certain/goal]]</u> is the most important thing	0	3	8b,9,1b
5. that a person <u>[[who want to travel in order [[to study]] ]]</u> must has.	0	2	8a 8a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
5	0	17
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0		3.4

**Table F8.** Pre-test text by LGS2

1	Content	Ravelli's Classification		
		Macro	Micro	Categories
5.	In my opinion <u>[[studying abroad]]</u> is the <u>best /chance</u> for us <u>[[to be familiar with other countries culture—[[way of thinking, [[way of living,]] ]]</u> economic, <u>education</u> and so on	1	5	8b 9,1a,8a,8a 1a
6.	Also being an <u>opportunity</u> which we can progress, for example, <u>education</u> and develop our <u>knowledge</u> , degree I think	0	3	3c, 1a, 1b

7. in develop countries because of the <u>higher/facilities</u> somehow we will arrive the <u>purpose</u> .	1	3	9,3c 1b
8. We follow in addition we will change our <u>idea</u> about the people of that country.	0	1	1e

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
4	2	12
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.5		3

**Table F9.** Pre-test text by LGS3

Content	Ravelli's Classification		
	Macro	Micro	Categories
<b>1</b>			
1. I am studying English for four years in IRAN language institute,	0	0	
2. and now I'm going to finish it.	0	0	
3. I prepare myself for <u>entrance</u> exam.	0	1	1a
4. last year I failed exam	0	0	
5. and now I decide to burn mide night oil [[ <u>to pass it.</u> ]]	0	1	8a
6. I want to study English	0	0	
7. because I know	0	0	
8. I can continue it.	0	0	
9. but unfortunately in Iran in English institute they focus on Grammer rather than <u>conversation</u> .	0	1	1a
10. I also has problem in <u>conversation</u> .	0	1	1a
11. this problem occur	0	0	
12. because in Iran there is no <u>chance</u> we use second language.	0	1	1a
13. just we use in English classes.	0	0	

14. I think	0	0	
15. it could be better a class was designated [[to speak second language.]]	0	1	8a
16. in that case we can develop our <u>conversation</u> .	0	1	1a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
16	0	7
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0		0.43

**Table F10.** Exposition text by HGS1

2	Macro	Micro	Categories
1. Most of the intelligent students tend to emigrate to developed countries.	0	0	
2. Because their own country has <u>low/-quality research standards</u> and <u>shortage of research/ facilities</u> .	2	4	9 3a,3a 3c
3. they emigrate [[to <u>expand their major of studies</u> .]]	0	1	8a
4. Also when a country do not appreciate <u>invention/intelligence</u> of an inventor,	0	2	1a,1b
5. he/she decide	0	0	
6. to leave his/her country	0	0	
7. and live in societies [[ <u>which appreciate his/her work/intelligence</u> .]]	0	2	8a 1b
8. Developed countries invite them [[ <u>by giving /chances for further studies</u> .]]	1	3	8a 2,1a
9. they provide them [[ <u>with high-quality of studying</u> [[to attract their <u>attention</u> .]] ]]	1	4	8a,9 8a,1b



10. Lack of <u>economic welfare</u> face people of under developed countries to big problems	0	2	7a, 5b
11. and attract them to developed countries.	0	0	
12. Because people of such societies have no job <u>opportunities</u> and job <u>securities</u> [[for promoting/ their level/ of <u>lifeness</u> ]]	0	3	3c,3c 8a
13. leave their own country [[to find a good job [[that has <u>material/guaranties.</u> ]] ]]	0	2	8a 8a
14. At the result, <u>advantage...of...studying abroad</u> must not be less considered.	1	1	1a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
14	5	24
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.35		1.71

**Table F11.** Exposition text by HGS2

2	Macro	Micro	Categories
1. As a matter of <u>globalization</u> and the <u>growth</u> in people [[ <u>who want to have higher /education,</u> ]]	1	5	1a 3a,8a 9,1a
2. there is a <u>considerable/ tendency</u> for [[ <u>studying abroad</u> ]]	1	3	3b,3c 8a
3. And this is not limited to students of developing countries	0	0	
4. it has been convenient among the students of developed countries too.	0	0	
5. Some people say	0	0	
6. it is the <u>best/ way</u> [[ <u>to find self-reliance,</u> better <u>scientific/standards</u> and a <u>better/ view</u> about the world around us.]]	3	8	9,1a,8a,9,1b 7a, 9,1b
7. But some are fussing about <u>isolation</u> from family and friends, lack of	2	5	1a,

<u>financial/resources</u> and <u>cultural/differences.</u>			9, 1a/9,1e
8. [[Studying abroad]] provides the best/ opportunity [[to experience independence [[while having the support/ of a university or college.]]]	1	7	8b,5b 3c,8a, 1a,8a 1a
9. You can find part time/ jobs [[to experience the work atmosphere before graduation.]]	0	3	7a,8a  1a
10. You will learn	0	0	
11. [[how to balance income and expenditure.]]	0	3	8a,1a 1a
12. Some people seek better/scientific standards [[traveling abroad.]]	1	3	9,7a 8a
13. There is no doubt	0	1	1e
14. [[that you can have access to lots of facilities [[while studying in a good university]]]] Facilities like: [[good professors, libraries and labs and even better/ accommodation.]]	1	7	8b,3c 8a, 3c, 8a  9,1a
15. [[If a person wants to study English]]  16. [[What does he want to do?]]	0	2	8b  8b
17. [[Surely he wants to go to native speaking countries like United States, Britain or Australia.]]	0	2	8a
18. It's the best/ way for you [[to study Italian architecture [[while you are in Rome or Horance.]]]	0	4	9,1a,8a 8a
19. You can get the eye [[to see the world around you [[by studying abroad.]]]	0	3	3b,8a 8a
20. You can go to developed countries	0	0	

21. and visit their <u>beautiful/ places</u> <u>[[while managing yourself. [[to get accustomed. [[to learn a foreign language.]] ] ] ]]</u>	0	4	9, 1a/8a,8a
22. <u>Undoubtly</u> you will begin <u>[[to consider new things about the world around you.]]</u>	0	2	4b, 8a
23. But some say	0	0	
24. <u>[[there must be something going on wrong.]]</u>	0	1	8a
25. You will miss the people <u>[[who were around you]]</u>	0	1	8a
26. and <u>[[finding new friends]]</u> will seem <u>[[to be difficult.]]</u>	0	2	8b 8a
27. <u>[[Not knowing the language and the culture of that country]]</u> will be added to the ones <u>[[mentioned above.]]</u>	0	2	8b 8a
28. You will understand	0	0	
29. <u>[[that costs are high]]</u>	0	2	8a,1c
30. and start <u>[[finding jobs]]</u>	0	1	8b
31. <u>[[that you were wishing to have.]]</u>	0	1	8a
32. Bosses might will start to abuse you <u>[[by not giving the money]]</u> <u>[[that you deserve]]</u>	0	2	8b 8a
33. and you <u>may</u> fail in your studies	0	1	4a
34. because you have not devoted yourself completely for them.	0	0	
35. So students will begin learning <u>[[how to fight to survive.]]</u>	0	1	8a
36. This will <u>strengthen</u> them	0	1	1a
37. and will give them <u>experience</u> .	0	1	1b
38. This <u>valuable/ gift</u>	1	1	7a, 1a

39. [[that will never be forgotten.]]	0	0	8a
40. You will gain nothing [[spending your whole/ life in rest.]]	1	3	8a 9,1a,1e
41. So if you think	0	0	
42. [[that studying abroad is the right/ choice for you [[to find prosperity,]] ]]	1	5	8b,9 1a,8a,3c
43. [[when the impulse is there,]] [[no doubt, [[no second/ thinking]] ]]	0	8	8b,1b, 8a,1b,8a 9, 1b,8a
44. [[forget about laziness.]]	0	2	8a,1e
45. [[don't hesitate,]]	0	1	8a
46. [[take the chance,]]	0	3	8a,5b,1a
47. [[risk it all]]	0	2	8a,5b
48. and universe will open doors for you.	0	0	
49. You will attract your way.	0	1	1a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
48	13	104
Ratio of Macro Metaphor to Clauses	Ratio of Micro Metaphor to Clauses	
0.18	2.16	

**Table F12.** Exposition text by HGS3

<b>2</b>	Macro	Micro	Categories
1. [[Studying abroad]] is a good/ way for students [[who want get high/ qualified degree]]	1	7	8b,9, 1a 8a, 9, 7a,1a
2. and it has many advantages.	0	1	1a

3. [[Getting.... <u>high/ education standard</u> , familiarity of different cultures, [[getting career/advantages, [[boosting... <u>foreign language skills</u> , and [[becoming... <u>self-confident and self-reliant</u> ]] ] ] ] ] are some of the <u>merits</u> of [[studying abroad.]]	2	16	8b, 9,1a 8b,9,1a 8b, 9 1a,8b, 9 1e,9,1e 1a,8a
4. Firstly, you can study in <u>higher standard/ education system</u>	1	2	9, 1a
5. [[than is available in your country.]]	0	0	8a
6. This is one of the important factors in quality of your <u>education</u> .	0	1	1a
7. Secondly, [[when you study abroad]]	0	0	8b
8. [[you get familiar with variety of cultures and traditions.]]	0	0	8a
9. You can <u>wide</u> the <u>horizon</u> of your friends	0	1	1b
10. and learn about different points of view.	0	0	
11. Thirdly, [[studying abroad]] <u>provides career /s</u> .	0	4	8b,5b,9,1a
12. [[When you study abroad]]	0	0	8b
13. [[you get many <u>experiences</u> and <u>skills</u> ]]	0	2	8a,1b,1a
14. [[which will be useful for you [[in having <u>desired</u> job.]]	0	3	8a,8a 7a
15. Fourthly, [[when you live in another country]]	0	1	8b
16. [[you can improve your <u>foreign language/ skill</u> ,]]	1	3	8a,9 1a
17. and [[ <u>speaking with native speakers</u> ]] can <u>improve</u> your <u>oral/ skill</u> .	1	4	8b, 5b,9,1a
18. Finally, students [[ <u>who study abroad</u> ]] become <u>independent</u>	0	2	8a 1a
19. because they should take care of themselves	0	0	
20. and <u>solve</u> their own problems	0	0	
21. and they learn [[ <u>to stand on their own feet</u> .]]	0	1	8a
22. Thus, [[studying abroad]] <u>improve</u> their <u>self-/confidence</u> and <u>self-/reliance</u> .	0	6	8b,5b 9,1b,9,1b
23. [[Studying abroad]] has many <u>advantages</u>	0	2	8b 1a

24. [[that if you seize the <u>opportunity</u> ]] [[you can benefited of them.]]	0	3	8b, 3c 8a
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Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
24	6	58
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.25		2.41

**Table F13.** Exposition text by MGS1

2	Macro	Micro	Categories
1. [[ <u>Studying abroad nowadays</u> ]] is one of the <u>desires</u> of young people in developing countries.	0	2	8b 1b
2. [[ <u>Sending the youths to foreign countries</u> [[for <u>continuing their higher/ education</u> ]] ] is accounted as one of <u>aims</u> of these <u>youth's</u> parents.	2	6	8b 8b,9 1a, 1b,9
3. The <u>talented</u> youths aim <u>high level of educational possibilities</u> and <u>progressive/methods</u>	2	6	7a,9 3b,4b 7a, 1a
4. in order [[to gain <u>higher/ degrees and experiences</u> ]] [[ <u>come back to their own countries</u> ]] [[to <u>serve his countrymen.</u> ]]	0	5	8b, 9,1a 1b 8a
5. But this <u>matter</u> has some big problems for these young people.	0	1	1a
6. One of the <u>disadvantages</u> of [[studying abroad]] is its <u>extravagant/ expenses</u> . Expenses such as <u>tuitions</u> , expenses of <u>transportation</u> from home to university, the rent of a house and expenses related to food.	0	7	1a, 8a,7a,1a,8a 1a,1a
7. <u>Certainly</u> these <u>exorbitant costs</u> are unbearable and difficult to <u>pay</u> for many of these <u>gifted</u> students.	0	4	4b,7a,1c 7a

8. Further more there is another big problem [[for studying in foreign countries]]	0	1	8a
9. that <u>takes</u> too time [[to be solved.]]	0	1	5b,8b
10. This is <u>differences</u> of culture between two contries.	0	0	1c
11. In other words, [[one who travel from own country]] will confront (come across) with some problems [[which need much time]]	0	2	8b 8a
12. that this person can adopted himself/herself to the <u>new/condition</u>	1	2	9, 1a
13. specially [[if this person travel from muslem country to nonmuslem country and western countries,]] he will confront with <u>double/difficulties</u>	0	3	8b 9,3c
14. because the <u>religion</u> problem will be added to his/her problems.	0	0	
15. But the important <u>disadvantage</u> of [[studying abroad [[which we can mention]]] is	0	3	1a, 8b, 8b
16. that the people [[who...have finished...their <u>complemental education in abroad</u> ]] usually don't have <u>tendency</u> toward coming back to their own countries.	0	4	8a 7a,1a 3c
17. The researches show	0	0	
18. that half of these people want to stay in abroad and work there.	0	0	
19. Because the <u>glitters</u> of foreign country and also <u>facilities</u> [[that they use there,]] <u>tempt</u> them [[for staying there.]]	0	5	1b 3c,8b 5b,8a
20. Of course this matter is <u>very/harmful</u> for <u>country's development</u> [[that lose educated parsons.]]	1	5	3b 3a,9,1a 8a
21. So we can conclude	0	0	
22. [[that studying abroad]] include some <u>numerous/ difficulties</u> with itself]]	0	3	8b, 3b,3c

23. and people [[who intend to travel to the foreign countries [[to continue their studying,]] ]] should consider the <u>whole/ sides</u> of it	0	4	8a 8a 9,1a
24. and then do it.	0	0	

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
25	6	64
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.24		2.56

**Table F14.** Exposition text by MGS2

2	Macro	Micro	Categories
1. [[Studying abroad, nowadays,]] is <u>one/ way</u> of success.	0	3	8b,9 1a
2. Students [[who can't find their <u>academic education system and its situation</u> suitable for themselves,]]	0	2	8a, 9
3. they choose foreign countries [[for <u>studying.</u> ]]	0	1	8a
4. Sometimes they come across with <u>difficulties</u> like language and culture <u>troubles</u>	0	1	4b
5. but [[with considering the advantages of [[studying abroad]] ]]like <u>educational/ facilities, more appropriate/ job opportunities, [[widening our capabilities]]</u> in case of <u>experiences, social degrees</u> and etc., we can forbearance the <u>low/ disadvantages</u> of it.	3	12	8b,1a 8a,3b 3c,3a,9 3c, 4b,1a 9,1e
6. The first and the most important factor that absorbs students to English speaking countries is their <u>high standards</u> in <u>education system</u> .	0	2	9, 1a,1a
7. Students there <u>face</u> with lots of <u>qualified choices</u>	0	3	5b,3a 1a
8. that they can't find them in their hometown.	0	0	



9. These <u>motivation</u> factors are a lot	0	0	
10. so <u>development</u> in that developed countries means a <u>great/ success</u> for them.	1	3	1a 9,1a
11. Secondly, <u>[[by studying abroad]]</u> they can <u>increase</u> their <u>job/ opportunity</u> during <u>studying</u> and after it.	1	5	8b 5b,9,3c 1a
12. <u>[[Working during studying]]</u> help students to have more relationship with <u>local communities</u>	0	1	8b
13. and also it has <u>economical/ benefits</u> .	1	2	3b,1a
14. <u>Job/ opportunities</u> after studying is increased.	1	2	9, 3c
15. Because they have not had that much in their own countries.	0	0	
16. For example, in Iran students after <u>graduation</u> can't find any <u>appropriate job</u>	0	2	1a,9
17. <u>[[that suit with their field in university]]</u>	0	1	8a
18. like English majors find a job in Banks as a clerk.	0	0	
19. In <u>addition</u> <u>[[being in a modern country]]</u> <u>causes</u> to have more contacts with other people from other nations	0	4	1a,8b 9,5b
20. that itself <u>causes</u> the increase of their <u>experiences</u> and also the change of their <u>insight</u> toward people and world.	0	3	5b 1a 1b
21. As a <u>conclusion</u> <u>[[studying abroad]]</u> is a <u>path</u> of improve in order to being hard working and patient and <u>optimistic</u> toward several problems <u>[[that we may face.]]</u>	0	5	1b,8b 1a 1b 8a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
21	7	52
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.33		2.47

**Table F15.** Exposition text by MGS3

2	Macro	Micro	Categories
1. There are many students <u>[[who are eager to continue their academic/ study in a reputed and well-known university.]]</u>	1	4	8a,7a 7a,7a
2. For these students <u>[[studying abroad]]</u> is a <u>good/choice</u>	1	3	8b 7a,1a
3. through which they can be subjected to <u>several/benefits</u>	0	2	9,1a
4. Firstly, <u>[[studying abroad]]</u> can help students <u>[[to broaden their horizons.]]</u>	0	3	8b 8a,1b
5. Students <u>[[who are studying abroad]]</u> have a <u>chance</u> <u>[[to meet different people and life styles]]</u>	0	3	8a 1a,8a
6. which <u>makes</u> them <u>[[to find the world wider]]</u>	0	2	5b,8a
7. <u>[[than the thing they believed.]]</u>	0	1	8a
8. In <u>addition</u> their <u>cross cultural /skills</u> are improved <u>[[by being exposed to various ideas and [[making relationship with local communities.]] ]]</u>	0	6	1a,9,1a 8a 1b,8a
9. <u>[[Advancing academic/ career]]</u> is another <u>advantage</u> of <u>[[studying abroad.]]</u>	0	4	8b,7a 1a,8a
10. <u>[[In fact, studying abroad]]</u> can be an <u>opportunity</u>	0	2	8b 3c
11. <u>[[which helps students [[to improve their knowledge]] ]]</u>	0	3	8a,8a 1b
12. and get a <u>qualified/ degree.</u>	1	2	3a,1a
13. <u>[[Being graduated from a well-known college or university]]</u> can be a <u>glamorous/point</u> in <u>students' resume</u>	2	5	8b,7a 7a,1a/9
14. which <u>makes</u> them <u>[[to be more acceptable in the view of employers.]]</u>	0	4	5b,8a 3b,1b
15. Thirdly, <u>[[studying abroad]]</u> is a <u>path</u> for students to become matured enough.	0	2	8b,1a

16. [[ <u>Learning the comfort of home and</u> <u>[[not having the support of family]]</u> ]] <u>causes</u> students to become <u>self-dependent</u>	0	6	8b 8a,1a 5b,9 1a
17. and learn to cope with <u>difficulties</u> in a <u>proper/ manner</u> .	1	2	4b 9,1e
18. In general <u>[[living in a foreign country]]</u> helps a students <u>[[to build themselves in a stronger individual.]]</u>	0	2	8b 8a
19. In fact, although <u>[[studying abroad]]</u> is difficult,	0	1	8b
20. it is a <u>rewarding/ process</u>	1	2	2,1a
21. in which students take <u>several/ advantages</u>	0	2	9,1a
22. and gain a lot of <u>experiences</u> .	0	1	1b
23. However, it's better for students <u>[[to consider all aspects of</u> <u>[[studying abroad]]</u> ]]	0	2	8a,8a
24. and try do not seize this <u>opportunity</u> without <u>[[weighing.]]</u>	0	1	3c 8a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
24	7	65
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.29		2.70

**Table F16.** Exposition text by LGS1

<b>2</b>	Macro	Micro	Categories
1. Most of the people, specially young students have a <u>dream</u> of <u>[[continuing their studies abroad.]]</u>	0	3	1b,8a 1a
2. but it seems	0	0	
3. some of them do not consider the problems and <u>difficulties</u>	0	1	3c

4. that they will encounter in other countries.	0	0	
5. firstly the students will have <u>economically</u> problems both in <u>studies</u> <u>charges</u> and in <u>life</u> <u>expensis</u> .	0	0	
6. Therefore their families have to take <u>responsibility</u> of <u>[[providing...them economically,]]</u>	0	2	3c,8a
7. otherwise the students must find a <u>soutable</u> <u>part-time</u> job <u>[[to undertake life costs.]]</u>	0	3	3b,8a 1c
8. Of course <u>[[finding job in a country with different language and culture]]</u> ha it's own <u>difficulties</u> .	0	2	8b 3c
9. Secondly, <u>[[living alone in a new country]]</u> far from family will <u>cause</u> some <u>psycdological/</u> <u>problems</u> for them.	0	4	8b 5b 9,1a
10. They will really feel the <u>great/</u> <u>lack</u> of their families <u>assurance</u> and <u>affection</u> .	1	4	9,1a 1b,1b
11. The <u>third /significant/problem</u> is the <u>great/</u> <u>differences</u> between the students native language and the language of the country	2	5	9,7a,1a 7a,1a
12. they want to continue their <u>studies</u> there.	0	1	1a
13. even for <u>doing simple daily/actions or tasks</u> , for example, <u>[[shopping,]]</u> <u>[[taking taxi,]]</u> <u>[[eating food in a restaurant]]</u> and as mentioned earlier <u>[[finding job, etc]]</u> they will face with a lot of problems.	1	7	9,1a 1a,8a 8a,8a  8a
14. It seems	0	0	
15. <u>[[overcoming...the language related difficulties]]</u> will be easier for students <u>[[who study a foreign language]]</u>	0	3	8b 3c 8a
16. or at least have the <u>knowledge</u> of the language <u>[[which is spoken in the country]]</u>	0	2	1b 8a

17. they want to continue their <u>studies</u> .	0	1	1a
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Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
17	4	38
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.23		2.23

**Table F17.** Exposition text by LGS2

2	Macro	Micro	Categories
1. Some student of English going abroad [[to study at universities in English-speaking countries.]] Such as Australia, London and the united states.	0	1	8a
2. They want to go [[where they can study with best/education]] in order [[to get best/knowledge]]	0	6	8a 9,1a 8a,9,1b
3. and have <u>opportunity of employment</u> with a <u>good/pay</u> [[after returning to their country.]]	0	5	3c,1a 9,1a,8a
4. They encounter with difficulties of <u>financial, barrier of language, home/sickness new/ life style, etc</u>	2	4	9,1e 9,1a
5. [[Studying abroad]] is costly.	0	1	8b
6. Most of the students try to find <u>part time</u> work.	0	1	3c
7. In spite of working they have to study at university	0	0	
8. because of their <u>dwelling</u> problems and <u>tuition/ fees</u> .	0	3	1a 9,1a
9. They should devote themselves with university and working programs in order [[to create balance between their working and studying.]]	0	3	8a,1a,1a
10. Studying of English sometimes find themselves <u>living</u> and <u>studying</u> with foreign students.	0	2	1a,1a

11. This means	0	0	
12. that they can not communicate easily with them.	0	0	
13. As a <u>result</u> they have to make an effort [[to improve their English [[by making contact with English students]] ]]	0	3	5a 8a,8a
14. or contact with them out of class.	0	0	
15. If some students are family—oriented	0	0	
16. they <u>might</u> feel <u>homesickness</u>	0	3	4a,9,1e
17. and therefore they can not study well.	0	0	
18. They never thought	0	0	
19. that they have to leave the country	0	0	
20. [[where they were born there]]	0	1	8a
21. and forget their family, relatives, friends and everything	0	0	
22. that they are <u>dependant</u> them.	0	1	1a
23. Consequently, they should <u>attempt</u> to adapt to new situations and <u>environment</u>	0	2	1a 1a
24. with this thought that [[studying abroad]] is a <u>very good/opportunity</u>	0	3	8b 9,3c
25. and a brilliant future that [[ <u>leading them to the success.</u> ]]	0	1	8a
26. They <u>might</u> expose to some habits of <u>life style</u> .	0	2	4a,1a
27. For example they <u>might</u> face with <u>bad habits of life style</u> (like drugs, sex and gamble) or the different <u>ways of thinking, communication, [[wearing cloth]]</u>	1	8	4a,9 1e,1a 1a,1b,1a,8a
28. and also they miss their <u>favorite/local food</u> and etc.	0	3	9,9,1a
29. They should devote to that countries culture and <u>way</u> of living	0	2	1a,1a
30. in order to they can tolerate [[ <u>living there.</u> ]]	0	1	8a

31. In <u>conclusion</u> , students should accept and encounter all <u>difficulties</u> of they have a <u>chance</u> [[to study abroad]]	0	4	1a 4b 1a,8a
32. and try to study well	0	0	
33. and live <u>independent</u>	0	1	1a
34. and maintain their stand under any <u>circumstance</u> .	0	1	1a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
34	3	62
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.08		1.82

**Table F18.** Exposition text by LGS3

2	Macro	Micro	Categories
1. Today some youngsters have the <u>ambition</u> of [[studying abroad.]]	0	2	1b,8a
2. They think	0	0	
3. that the quality of <u>education</u> in foreign countries are better than their own.	0	1	1a
4. [[ <u>Studying abroad</u> ]] has lots of <u>advantages</u> such as <u>acquirement</u> of English language, <u>acquisition</u> of different culture and traditions, [[ <u>having lots of job opportunities</u> ]]	1	5	8b 1a 1a 8a,3c
5. that will be discussed below.	0	0	
6. Firstly, we can acquire a <u>good knowledge</u> of English,	0	2	7a 1b
7. and we can improve it [[ <u>by communicating with native speakers.</u> ]]	0	1	8a
8. For instance, when we want to go [[ <u>shopping, get a ticket</u> ]] ] and something like this,	0	2	8a, 8a
9. we had to speak English [[ <u>to say</u> ]]	0	1	8a

10. [[what we want,]]	0	1	8a
11. this could be one type of improving our English,	0	0	
12. bear in <u>mind</u>	0	2	1b
13. that all the people in foreign countries [[ <u>that we get in touch with them</u> ]] are our teacher,	0	1	8a
14. they help us [[ <u>to improve our English indirectly.</u> ]]	0	1	8a
15. Secondly, we acquaint with different culture and traditions.	0	0	
16. So we have a <u>good knowledge</u> about different culture and traditions	0	2	9,1b
17. that could be <u>very/ useful</u> for us in the future,	0	2	9,1a
18. in <u>addition</u> , we can learn the language of the country	0	1	1a
19. that we live there,	0	0	
20. if the country was one of the non-English speaking country.	0	0	
21. So it was considered a <u>privilege</u> of us	0	1	1a
22. because we know one extra languages.	0	0	
23. Thirdly, we will have <u>several/ place</u> in different companies.	0	2	9 1a
24. We will be flooded with different job <u>offers</u>	0	1	1a
25. [[that await us]]	0	0	8a
26. [[when we will be graduated.]]	0	0	8a
27. The <u>reason</u> that these people gravitate toward several company is	0	1	5a
28. they are qualified for that job,	0	0	
29. they get a lot of <u>experiences</u>	0	1	1b
30. while they are in foreign countries,	0	0	



31. and more importantly, [[ <u>having the ability to understand different culture</u> ]].[[that could be useful in market places.]]	0	3	8a 4b 8a
32. Finally, [[ <u>studying abroad</u> ]] is a <u>good/ choice</u>	0	3	8b 7a,1a
33. that we shouldn't miss it.	0	0	
34. As we know	0	0	
35. <u>opportunities</u> knocks but once.	0	1	3c
36. We should seize the <u>opportunity</u>	0	1	3c
37. and <u>make</u> the most of it.	0	1	5b

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
37	1	39
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.02		1.05

**Table F19.** Discussion text by HGS1

3	Macro	Micro	Categories
25. [[ <u>Playing video games</u> ]] <u>alter child's behaviour.</u>	1	3	8b,1a, 5b,7a 1e
26. There are either <u>positive</u> and <u>negative effects of video games</u> on children.	1	3	3a,3a 1b
27. <u>Violent game increase</u> <u>afraid, worried, suspicions behaviour</u> in children and give them the <u>idea</u>	0		7a,5b, 1e 1b
28. [[that <u>violent/ and aggressive/ behaviour</u> are an <u>acceptable/way</u> [[ <u>to deal with problems and conflict.</u> ]]]]	2	8	8a,7a,7a,1e 3b, 1a,8a 1a
29. [[ <u>Playing violent/ video games</u> ]] <u>increase</u> under pressure and <u>depression</u> in children.	1	5	8b,1a, 7a,5b,1e 1e
30. These factors <u>caused</u> children not to be successful in <u>their education.</u>	0	1	1a
31. When children are in <u>bad /mood</u> and have stresses,	1	2	3a,1e

32. they cannot concentrate well to <u>studying</u> and [[fail in their <u>education.</u> ]]	0	3	1a 8a,1a
33. But there are some <u>ideas</u>	0	1	1b
34. that children can learn some skills [[by <u>playing games</u> ]]. some skills such as <u>quick/thinking</u> , <u>mapping/memeory</u> , <u>hypothesis/ testing</u> , <u>estimating/ skills</u> .	2	3	8a 2, 1a
35. [[By <u>playing games</u> ]] they can practice such skills [[that are not often in school <u>curriculum.</u> ]]	0	2	8b 8a
36. [[According to researchers [[ <u>failing in games</u> ]] <u>decrease self-/confidence</u> of children	0	6	8b,8b,1a 5b,9,1b
37. and <u>cause</u> they do not believe their <u>abilities</u> and their own <u>ideas</u> .	0	3	5b 4a,1b
38. [[But <u>wining the games</u> ]] <u>increase</u> their <u>self-/confidence</u> [[that for solving problems just [[they can rely on themselves.]] ]]	0	7	8b,1a,5b 9,1b,8a,8a
39. [[ <u>Playing video games in groups</u> ]] <u>encourage</u> children [[to <u>participate in social situations</u> ]]	0	4	8b,1a, 5b,8a
40. and [[involve their <u>ideas</u> to group,]]	0	2	8a,1b
41. but some children lose <u>the chance/</u> of <u>participating in social/ groups</u> [[by <u>playing game individually.</u> ]]	1	3	1a 9,8a
42. [[According to <u>health news,</u> ]] video games <u>prevent</u> children <u>eating/ good</u>	0	3	8b,5b 1a
43. and [[attract them to fast foods.]]	0	0	8a
44. Because <u>the nutrition/ value/</u> of fast foods are les,	1	1	1e
45. the children cannot absorb the vitamins and proteins [[that is necessary for their <u>body</u> ]] and <u>face</u> them with a lot of healthy/ problems.	0	2	8a,5b
46. We cannot say	0	0	
47. [[all of the video games]] have [[ <u>negative/ effects</u> or <u>positive/ effects</u> on children]]. <u>effects</u> of it is mixture of them.	0	6	8b 8a,3a,1b, 3a, 1b

48. But the parent must help to their children, [[control their <u>behaviour</u> .]]	0	2	8a,1e
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Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
24	10	70
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.41		2.91

**Table F20.** Discussion text by HGS2

3	Macro	Micro	Categories
1. Modern world and technology <u>has brought</u> us a <u>new/generation...of entertainment</u>	1	4	5b,9, 1e, 1e
2. [[which our parents have rarely experienced it.]]	0	0	8a
3. Parents say	0	0	
4. [[that video games should be put aside]]	0	0	8b
5. [[for it's <u>bad/ effects</u> ]]	0	1	8a,9,1b
6. but owners of video game companies argue against this <u>idea</u> .	0	1	1b
7. [[Overdose of playing video games or [[playing bad video games]]. <u>may lead to aggression, isolation, exhaustion and overspent of money</u> .	0	7	8b, 8b,4a,5b 1b,1b,1a
8. But the industry of video game has been the <u>cause</u> of a <u>growth</u> in economy, <u>employment</u> of millions of people, <u>development</u> of many computing_____elements and <u>improvement</u> and <u>increase</u> of <u>learning/ process</u> .	3	6	5b,3a 1c 1a 1a 2,
9. Many <u>aggressive/ behaviours</u> can be learnt from the video games.	1	2	3a,1e
10. For instance in Sega's "Mortal Combat" characters <u>fight</u> with each other in a <u>dual/mode</u>	0	3	5b 3b,1e

11. and when one of them is defeated completely	0	0	
12. and he/she is ready [[to die,]]	0	1	8b
13. there is an <u>end</u> called [[“ <u>Finish him</u> ”]]	0	2	1a,8a
14. [[that the defeated one is being killed in a very <u>aggressive/ style</u> ] like [[cutting head or [[slicing body into piece. [[showing no sign of /mercy.]] ] ] ]]	1	7	8a 3a,1a, 8a 8a 8a,1e.
15. [[In the same game mentioned above]] there are also female characters like: Sonya, Kittana and Meleena [[dressed up in a very <u>unpleasant/ style</u> ]	1	4	8b  8a 9,1a
16. [[which can be worse for young girls [[to copy them.]] ]]	0	2	8a 8a
17. Children [[who play video games a lot]] are deprived of <u>the taste of real/ friendship.</u>	1	4	8a,1b, 3b 7b
18. They are shy on the surface but <u>aggressive</u> one layer under.	0	1	7a
19. They show no interest in <u>social/ activities</u>	1	2	9 1a
20. and are deprived of good aspects [[they could have learnt from their friends.]]	0	1	8a
21. [[Playing video games over and over]] <u>makes</u> children become tired with no <u>actual/ benefit</u> for them.	1	4	8b 5b,9, 1e
22. [[Once they lose in a game,]]	0	0	8b
23. [[the level] should be started from the beginning.]]	0	0	8a
24. Although it does not seem to be pleasant for them	0	0	
25. [[but in order to reach <u>higher/ levels</u> ]]	0	1	8b,9
26. [[they should try it.]]	0	0	8a
27. But this is a <u>never ending/ approach.</u>	1	1	1a

28. Children tend to spend lots of money <u>[[buying new games and consoles.]]</u>	0	1	8a
29. It should be considered	0	0	
30. that video games are not as cheap as it seems because of the <u>copyright/laws.</u>	0	1	9
31. This <u>cycle</u> is repeated annually for some <u>special/ games</u> like “Fi Fa” of EA sports	1	3	1a 9,1a
32. and because the footballers of each club are changed every year	0	0	
33. <u>[[children tend to buy them.]]</u>	0	0	8a
34. As a matter of <u>development</u> in graphic cards, <u>new /versions</u> of video game consoles are released	1	3	1a 9,1b
35. and Junkees of video games have been seen to even sleep in front of the market <u>[[to be from the first [[who buy them]] ]]</u>	0	2	8a,8a
36. although they are more <u>expensive</u> <u>[[when first released.]]</u>	0	2	3a 8a
37. The industry of video games took about 10 bilion USD in 2007.	0	0	
38. Beside the people <u>[[who are selling games, consoles, and computing elements.]]</u>	0	1	8a
39. Video games industry has employed millions of people as <u>game</u> programmer, <u>graphic</u> designer, and ...	0	2	9 9
40. Only in China 50 million of <u>amateur</u> <u>game</u> programmers are doing the same thing.	1	2	9 9
41. Many of computing elements owe their <u>development</u> to video games.	0	1	1a
42. Beside the graphical card <u>[[which seems to be the most important one.]]</u> sound cards were used in video games <u>[[replacing digital sound.]]</u>	0	2	8a 8a
43. CD ROMs are derived at their <u>highest/ speed</u>	1	2	9, 1a

44. [[while..playing..video..games..and..Unix]] was developed for a <u>special/ game</u> .	1	3	8a 9,1a
45. Children can have good memories [[playing video games.]]	0	1	8a
46. It can help children [[to improve their imagination sense [[being an effective/ tool [[to learn many good things]] ] ] ] <u>simulation/ for many/ purposes..like car driving, piloting and ...</u>	2	9	8a 8b,3a 1a,8a 1a,1b 1a,1a
47. [[Nobody can deny]]	0	0	8b
48. [[that designers should be <u>creative</u> people to produce <u>nice/ games</u> .]]	1	3	8a,3a 9
49. On the whole, video games are an <u>undeniable/ part of modern /life</u>	1	3	3b, 9,1a
50. and <u>surely</u> we will see	0	1	4a
51. [[that the art of video games even will get better day by day.]]	0	0	8a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
51	20	106
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.39		2.07

**Table F21.** Discussion text HGS3

3	Macro	Micro	Categories
1. Nowadays children spend a lot of their time [[on playing video games.]]	0	1	8a
2. Video games have some <u>merits</u> and <u>demerits</u> .	0	2	1e 1e
3. Children should not be allowed [[to play much video game]]	0	1	8a
4. and parents should limit the hours	0	0	

5. that they put [[on <u>playing video games.</u> ]]	0	1	8a
6. In the one hand, some of the <u>advantages</u> of video games are <u>educational/ improvement</u> and [[ <u>gaining/imaginary/ power.</u> ]]	2	6	1a 9, 1a 8a,9 1a
7. In the other hand, [[ <u>increasing aggressive/ behaviours, [[becoming nervous, [[wasting time and [[getting lower/ grades in school]] ]]</u> ]]] are some of the <u>disadvantage</u> of [[ <u>playing video games</u> ]]	2	9	8b 3a, 1e,8b 8b 9,1a 1a,8a
8. Some of video games can use in curriculum	0	0	
9. and helps children in <u>education improvement</u>	0	1	1a
10. For example those video games [[ <u>which learn English</u> ]] can boost their <u>foreign language/ skill</u>	0	2	9, 1a
11. and even for young children it is useful [[ <u>to play video games [[which learn alphabet.</u> ]]	0	1	8a
12. [[ <u>Playing video games</u> ]] can <u>improve children's /imaginary/ power,</u>	1	5	8b,5b 7a, 9,1a
13. because children experience a lot of things through [[ <u>playing.</u> ]]	0	1	8a
14. Video games, [[ <u>which they can't experience in reality.</u> ]]	0	3	8a 1b, 3c
15. [[ <u>So using video games</u> ]] can <u>expand imaginary</u> in children.	0	2	8b,5b
16. Some of video games have <u>violence,</u>	0	1	1a
17. [[ <u>so using these video games for a long/ time</u> ]] can <u>cause aggressive /behaviour</u> in children.	1	6	8b, 9,1c 5b,7a,1e
18. They spend a lot of time [[ <u>playing these sort of games.</u> ]]	0	1	8a
19. Thus, it influence their <u>behaviour.</u>	0	1	1e
20. Meanwhile, these video games <u>make</u> children nervous.	0	1	5b

21. Finally, [[ <u>playing much more video games</u> ]] is a kind of <u>wasting/</u> time	0	2	8b, 2
22. and it can <u>lead</u> [[ <u>decreasing children's grads in school and university.</u> ]]	1	4	5b,8a,9 1a
23. Experts find out	0	0	
24. that [[ <u>by cutting down using video games,</u> ]] <u>children's/ grads</u> raise.	1	3	8b, 9,1a
25. Consequently, [[if parents control and limit the <u>duration</u> of <u>children's/ playing.</u> ]]	1	4	8b, 1d,9, 1a
26. they can be <u>confident</u> about the <u>positive/ effects</u> of that,]]	0	3	1b,3a 1b
27. and their children can be benefited from its <u>duration.</u>	0	1	1d

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
27	9	62
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.33		2.29

**Table F22.** Discussion text by MGS1

3	Macro	Micro	Categories
1. Nowadays video games are <u>very/ popular</u> and current.	0	2	3b 3a
2. These games have gathered many fans for itself in all over the world.	0	0	
3. The big group of these <u>games' fan</u> are belonged to children	1	2	9,1e
4. video games now are available for children in every where even in <u>children's own houses</u>	1	3	9,7a, 1a
5. so they play with them [[whenever they want.]]	0	1	8a
6. In fact video games have	0	2	



becomed one of the most <u>interesting</u> <u>intertainment</u> for children.			2,1e
7. Many parents and researchers believe	0	0	
8. that these games <u>may</u> have some <u>harmful</u> aspects	0	2	4a 1e
9. while the children themselves and some other experts <u>agree</u> with video games.	0	0	
10. there are <u>arguments</u> , therefore, both for and against video games.	0	1	1d
11. One of <u>disadvantages</u> of video games is about <u>children's</u> <u>behaviours</u> .	1	3	1a 9 1e
12. Children <u>[[who play as much video games]]</u> they can become <u>nervous</u> and <u>aggressive</u> .	0	3	8a 1e 3a
13. Because <u>[[when they play them]]</u> <u>[[just want to win.]]</u>	0	1	8b 8a
14. So they are under the pressure of <u>[[winning.]]</u>	0	1	
15. This <u>anxiety</u> <u>make</u> them <u>nervous</u>	0	3	1e,5b,1e
16. and when they continue <u>[[to play more and more]]</u> they change into <u>nervous</u> and <u>aggressive/</u> <u>persons</u> .	0	3	8a 1e,3a
17. Another <u>argument</u> about <u>disadvantages</u> of video games is about <u>obesity</u> .	0	3	1d 1a 3a
18. <u>[[Playing video games]]</u> <u>cause</u> <u>obesity-inducing</u> between children.	0	4	8b,5b, 3a,1a
19. Because children <u>[[who are interested to play compute games]]</u> don't have <u>any</u> <u>/physical/</u> <u>activity</u> <u>[[when they are playing. ]]</u>	1	5	8a 3b,9,1a 8a
20. In past children play more <u>activity</u>	0	0	

21. and they have more <u>movement</u> and <u>motion</u> .	0	2	1a 1a
22. But nowadays with these <u>interesting/ games</u> , children have less <u>tendency</u> [[to.....play <u>ancient/games</u> . ]]	0	6	9 2, 3c 8a,9,1a
23. so little by little <u>obesity</u> is been current between these children.	0	1	3a
24. Furthermore [[ <u>playing...these games extravagantly</u> ]] <u>cause</u> that children be <u>nouty</u> and <u>lazy</u> about their <u>school's homeworks</u> .	1	7	8b 5b 8a,1e,1e 9,1a
25. Most of the children, [[ <u>when arrive...home</u> , [[ <u>before...doing homeworks</u> ]] ]] they want to play games	0	2	8a 8a
26. and this <u>cause</u> they pay less <u>attention</u> to lessons,	0	2	5b,1b
27. so they <u>may</u> get bad marks.	0	1	4a
28. Although there <u>arguments</u> against video games,	0	1	1d
29. but some socialists and psychologist believe	0	0	
30. that these games help children [[ <u>to gain some /social/ skills</u> ]]	1	3	8a 9, 1a
31. and they can develop their <u>social/ behaviours</u> .	1	2	9 1e
32. For example [[ <u>with...playing games like Sherek</u> ]] children can learn <u>some/ good/ behaviour</u> from these <u>game's heroes</u>	1	5	8b 9,1e 9,1e
33. that they can use them in their <u>ordinary/ life</u> .	0	2	9, 1a
34. In <u>conclusion</u> , it seems	0	1	1b
35. that <u>disadvantages</u> of video games are more stronger than good aspects of it.	0	1	1a
36. So we can say	0	0	

37. that [[playing these games extremely,]] can <u>cause behavioural problems</u> such as <u>nervousness</u> .	1	5	8b 5b,3b 1a,1e
38. In <u>addition</u> , it <u>cause obesity-inducing</u> between children	0	4	1a,5b,3a,1a
39. that is very big and important in <u>industrial/ societies</u>	1	2	9,3c
40. and also <u>may cause</u> some <u>educational /problems</u> such a as bad marks and even educational-falling.	2	6	4a,5b,3b,1a 3b,1a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
41	12	92
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.29		2.24

**Table F23.** Discussion text by MGS2

3	Macro	Micro	Categories
1. Nowadays, children have more <u>tendency to modern/ entertainment</u> as video games,	0	3	3c 9,1e
2. so it <u>causes new/debates</u> among researchers.	0	3	5b,9, 1b
3. All of them have their own <u>claims</u> .	0	1	1b
4. Some of them reject these games	0	0	
5. but some of them speaks about the <u>advantages</u> of it in children <u>improvement</u> many aspects of their life.	0	1	1a
6. The researchers [[ <u>who agree with video games</u> ]] indicate	0	1	8a
7. that these games <u>cause development</u> in <u>mental/capacity</u>	0	4	5b,1a 9,4b
8. whenever a child try [[ <u>to find some ways</u> ]] as a <u>solution</u> within a game	0	3	8a,1a 1a
9. he/she activate his/her <u>creativity</u>	0	1	3c

10. but this is true in some <u>limited</u> kinds of games.	0	1	9
11. It is like	0	0	
12. they want to solve a <u>limited</u> kinds of games.	0	1	9
13. It is likely	0	0	
14. they want to solve a <u>mathematic</u> problem but in a very <u>interesting</u> /way.	1	3	9 3a,1a
15. <u>Recent/studies</u> have shown	0	2	9,1a
16. that video games <u>cause</u> [[to <u>increase</u> <u>social/ relationship</u> ]] among children.	0	4	5b,8a 9,1c
17. For example, some games are created in a <u>way</u>	0	1	1a
18. that children have <u>connection</u> with <u>imaginary</u> family	0	2	1a 3b
19. and they have to suppose	0	0	
20. they are in this family	0	0	
21. and now they have to construct a house or decorate it.	0	0	
22. These kinds of games are sample of small community	0	0	
23. that <u>causes</u> <u>improvement</u> in <u>social/ environment</u> .	1	4	5b,1a,9 1a
24. In contrast, other researchers have a <u>very strong</u> / <u>focus</u> on the <u>relation</u> caused by some games especially those [[ <u>related to speed and combat</u> .]]	0	6	3b,1b 1c 8a,1a,1a
25. Video games are <u>very influential</u> in children	0	1	3b
26. so there was <u>any violent</u> in that games	0	0	
27. they easily affected.	0	0	
28. And it can <u>impact</u> in their <u>daily behaviour</u> .	1	3	5b,9 1e
29. The other <u>negative</u> point of video games is their <u>time consuming/ affect</u> .	1	3	9 9,1b

30. Teenagers usually prefer more <u>entertainment</u> than [[studying their lessons]]	0	2	1e,8a
31. so it again <u>causes</u> another problem: <u>obesity</u>	0	2	5b, 3a
32. that is the <u>result</u> of continues watching and playing [[(being a coach potato).]]	0	2	5a 8a
33. As a <u>conclusion</u> I think	0	1	1b
34. video games can be <u>helpful</u> in children training and education.	0	2	3a 1a
35. And we can make it available for all children	0	0	
36. but it should be controlled [[to avoid [[abusing.]] ]]	0	2	8a,8a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
36	4	59
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.11		1.63

**Table F24.** Discussion text by MGS3

3	Macro	Micro	Categories
1. Children of today are surrounded by technology and various <u>entertainments</u>	0	1	1e
2. [[that are full of <u>violence</u> .]]	0	1	8a,1a
3. Video games are one of these <u>entertainments</u>	0	1	1e
4. [[which are the subject of <u>frequent/controversy</u> .]]	1	3	8a,9 1d
5. These are <u>debates</u> about <u>advantages</u> and <u>disadvantages</u> of games	0	3	1d,1a 1a
6. and specialists present different <u>reasons</u> for their <u>claims</u> .	0	2	5a 1d
7. [[ <u>Extensive video game playing</u> ]] is associated with <u>aggressive/behaviour</u> .	1	3	8b 3a,1e

8. Video games are <u>very/influential</u>	0	2	9,3b
9. and <u>[[playing games]]</u> in which there are <u>graphic/images</u> of blood and <u>violence makes</u> children <u>[[to show more delinquent/ aggressive/ behaviours.</u>	2	9	8b 7a,1b 1a,5b,8a 3a,3a 1e
10. A study show	0	0	
11. that teenagers <u>[[who play violent game]]</u> get into fight with police more than the others.	0	2	8a,3a
12. Video games not only <u>cause aggressive/attitudes</u> but <u>physical/ disorders.</u>	2	5	5b 3a,1e,9 1a
13. The <u>excitement</u> <u>[[which occurs in these games]]</u> <u>makes</u> brain <u>[[to produce a hormone [[leading to obesity.]] ]]</u>	0	6	1e/8a/5b/8a/8a,3 a
14. <u>[[During playing violent games]]</u> heart rate and blood pressure changes too.	0	2	8b,3a
15. <u>[[Playing video games]]</u> can <u>lead</u> to <u>poor/ academic/ performance.</u>	1	5	8b,5b 3a,9,1a
16. Most of these games are just <u>time consuming</u> pastime	1	1	9
17. and interfere with <u>students' time</u> <u>[[to study.]]</u>	1	3	7a,1a,8a
18. Furthermore the <u>excitement</u> of games <u>make</u> children curious <u>[[to know more]]</u>	0	3	1e 5b,8a
19. so they spend a lot of time in order to <u>apply new /skills.</u>	0	2	9,1a
20. On the other hand some specialists believe	0	0	
21. <u>[[that video games develop children's social/ skills.]]</u>	1	3	8a,7a 9,1a
22. <u>Interactive</u> games <u>[[which portrate communication skills through the characters]]</u> can help children to learn <u>[[how to communicate]]</u>	0	4	1a,8a 1a 8a
23. and interact with others.	0	0	
24. In <u>addition</u> video games can be used as a <u>healthy/entertainment</u> <u>[[which facilitate students learning.]]</u>	1	4	1a 9,1e,8a

25. Since video games are more <u>attractive</u> for students than school books,	0	1	1b
26. designers can design the school subjects in the form of games	0	0	
27. [[in which students learn the lesson unconsciously.]]	0	0	8a
28. However it seems	0	0	
29. that the <u>disadvantages</u> of video games outweigh the <u>advantages</u> .	0	2	1a 1a
30. Children are at <u>very/impressionable</u> age.	1	2	3b, 4b
31. and <u>violent</u> games will have <u>destructive/ effects</u> on them.	1	3	1a 3a,1b
32. It is better for parents [[ <u>to control their children</u> ]]	0	1	8a
33. and replace these games with other <u>healthy/ entertainments</u> .	1	2	9,1e

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
33	14	76
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.42		2.30

**Table F25.** Discussion text by LGS1

3	Macro	Micro	Categories
1. with the <u>entrance</u> of new technology, computers and video, people began to use them in various situations	0	1	1a
2. and then these tool entered to the houses, specially to the youngsters bedrooms,	0	0	
3. and as a <u>result</u> they spend most of their times in their bedrooms [[ <u>playing games</u> .]]	0	2	5b 8a
4. the <u>importance</u> of the matter occupied the <u>researchers's minds</u> as well as parents	1	3	3a 7a,1b

5. whether <u>[[playing games for more hours]]</u> affect <u>children's behaviour and actions</u> or not.	1	4	8b 5b,7a,1e 1a
6. <u>[[With regarding to some personal experiences]]</u> it seems	0	2	8b 1b
7. these tools may <u>cause</u> both <u>good habits</u> and <u>behaviour</u> in some children and <u>bad/ habits</u> and <u>behaviour</u> in the others <u>[[depending on the time and type of playing games.]]</u>	0	8	5b,9,1e 1e 9,1e,1e 8a
8. Parents noticed their children <u>behaviour</u> <u>[[after playing games for some more hours]]</u>	0	2	1e,8a
9. and they found	0	0	
10. that children began to some strange and sometimes <u>violent/ actions</u> or <u>behaviour</u> .	1	3	3a,1a 1e
11. It seemed	0	0	
12. they were acting like other <u>favorite characters</u> in the games.	0	1	9
13. It seems	0	0	
14. children little by little become addicted <u>[[to playing games.]]</u>	0	1	8a
15. they want to play more and more	0	0	
16. and as a <u>result</u> the become relevant and <u>lazy</u> <u>[[to do their homeworks or other tasks]]</u>	0	3	5a 1e,8a
17. and spent a little time <u>[[for doing them.]]</u>	0	1	8a
18. Even in some cases <u>[[playing games for more hours]]</u> affects children psychology <u>very/ severely</u> .	0	4	8b 5b 9,3b
19. They play games even in their <u>dreams</u>	0	1	1b
20. and they are <u>nervious</u> and <u>anxious</u> during the night.	0	2	1e,1e
21. However, nowday, some teachers believe	0	0	



22. that these <u>wonderful/tools</u> <u>should</u> be used in <u>educational/systems</u> as seriously as books.	1	4	9,1a 3b,1a
23. They think	0	0	
24. students are more eager to learn difficult or <u>boring</u> lessons <u>[[through playing games.]]</u> than <u>old-/fashioned</u> books.	0	4	1e,8a,9,1a
25. They think	0	0	
26. students can improve their <u>literacy/skills</u> <u>[[by writing games programs.]]</u>	1	3	9 1a,8a
27. Some parents claim	0	0	
28. that they can train their children the social and <u>cultural/tasks</u> or <u>behaviour very/ effectively</u> <u>[[through playing certain/games.]]</u>	1	8	9,1a,1e 9,3c,8a,9,1a
29. <u>[[By playing special/type of games]]</u> children can learn <u>[[to be strong, brave, and hopeful]]</u>	0	7	8b,9,1a 8a,3a,3a,1e
30. after they loose a game	0	0	
31. and begin to play again and again	0	0	
32. until they become <u>successful</u> .	1	1	1a
33. I believe	0	0	
34. that <u>[[playing games]]</u> have a <u>big</u> and <u>important/role</u> in <u>children's/ life</u> .	2	6	8b,7a, 7a,1a,9,1a
35. But the time of <u>playing</u> and the <u>type</u> of games <u>[[played in bedrooms]]</u> has to be controlled by parents or the player themselves.	0	3	1a,1a 8a
36. So by this way the <u>negative/ sides</u> of playing games will be <u>noticably</u> reduced.	0	3	9,1a 3b

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
36	9	77
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.25		2.13

**Table F26.** Discussion text by LGS2

3	Macro	Micro	Categories
1. Children should be allowed <u>[[to play]]</u> as much video games as they can.	0	1	8a
2. Video games are made as an <u>entertainment</u> for children	1	1	1e
3. but in practice we have got <u>bad/ results</u> .	0	2	9,1a
4. <u>[[Playing so much video games]]</u> tend to <u>distract</u> children from more important things like homework and <u>social/ activities</u> and <u>interactions</u> .	0	5	8b 5b 9 1a,1a
5. <u>Children's grade</u> <u>may</u> be fall.	1	3	7a,1a,4a
6. That is	0	0	
7. they do not do their homework.	0	0	
8. If parents allow video games dominate <u>child' leisure</u> and study time,	1	2	7a,1e
9. they can decrease <u>development</u> of skills in sports, music, art and etc.	0	1	1a
10. Video games will affect <u>children's performance</u> in school	1	2	7a 1a
11. if they ignore their <u>reading</u> and homework.	0	1	1a
12. <u>[[Playing so much video games]]</u> can <u>decrease</u> important <u>social/interactions</u> with family and friends.	1	3	8b 5b,9,1a
13. That is	0	0	

14. children may show some <u>unnormal actions</u> such as <u>aggressive/behaviour</u> , <u>crying</u> , <u>laughing</u> , <u>depressing</u> and etc.	1	7	9 1a,3a,1e 1e,1e,1e
15. [[Playing as much as video games]] <u>cause</u> children choose [[being alone]]	0	3	8b 5b,8a
16. and waste their time [[with playing video games]]	0	1	8a
17. and addicted to them.	0	0	
18. Although video games can decrease <u>social/activities</u> and homework,	0	3	5b, 9,1a
19. they can make kids feel <u>comfortable</u> with this technology.	0	1	4b
20. Video games <u>enable</u> some children gain <u>skills</u> such as <u>inventive/thinking</u> , [[writing game programs]] and improve language learning	1	5	5b,1a 3a,1b 8a
21. in order to give them <u>ability</u> [[to talk to people around the world.]]	0	2	4b,8a
22. Video games can <u>provide</u> a <u>powerful/medium</u> for <u>education</u> and [[for affecting positive/ social/ changes.]]	1	8	5b,9 1a,1a,8a 9,9,1a
23. In <u>conclusion</u> , parents should attempt do not allow children spend a lot of time [[playing.]]	0	2	1a 8a
24. Parents should balance between the times of [[playing games, [[doing homework and [[participating social/ activities and interactions.]] ] ] ]	0	6	8a,8a 8a,9 1a,1a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
24	8	59
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.33		1.73

**Table F27.** Discussion text by LGS3

<b>3</b>	Macro	Micro	Categories
1. Today children are surrounded by technology and <u>entertainment</u>	0	1	1e

2. [[that was full of <u>violence</u> .]]	0	1	8a,1a
3. Some experts believe	0	0	
4. that some video games have <u>negative/ effect</u> on children	0	2	7a,1b
5. like <u>make</u> them <u>aggressive</u>	0	2	5b,3a
6. while others said	0	0	
7. that all video games are not bad.	0	0	
8. Not do all games incite <u>violence</u> .	0	1	1a
9. There are some <u>arguments</u> on this issue	0	1	1d
10. that will be discussed below.	0	0	
11. In this essay we will be considered both sides.	0	0	
12. A <u>common/reason</u> given [[ <u>why video games are bad</u> ]] is that	0	3	9,5a,8b
13. the children [[ <u>who spend a lot of time playing video games</u> ]] had the <u>lowest/ academic/ grades</u> in college	1	4	8a 9,9,1a
14. and also they engage in more <u>aggressive delinquent behaviours</u> .	1	3	3a,3a,1e
15. Those in favour of video games believe	0	0	
16. that some <u>educational</u> video games have <u>positive/effect</u> on children.	0	3	3b 9,1b
17. A lot of <u>educational/institutions</u> make use of them.	0	2	9,1a
18. <u>Educational/ video games</u> work great and <u>effective</u> in teaching children various <u>academic skills</u> .	1	5	9,1a 1b 9,1a
19. They increase <u>children's motivation, communication, alertness</u> and so on.	1	4	7a,1e, 1a,1b
20. Most of American teachers have found some <u>improvement</u> in <u>children's mathematics, spelling,</u>	1	4	1a 7a,1a,1a

speaking and etc.			
21. Some countries' government is <u>pondering</u> and <u>rehearsing ways</u> [[to <u>integrate such games in their academic curriculum.</u> ]]	1	7	7a 2,2,1a,8a 9,1a
22. Another <u>argument</u> against video games is that,	0	1	1d
23. these games desensitize children into <u>violence</u> .	0	1	1a
24. They give them the <u>idea</u>	0	1	1b
25. that <u>violence</u> is an <u>acceptable way</u> [[to deal with problems and <u>conflicts.</u> ]]	0	5	1a,3b,1a 8a 1a
26. Perhaps the strong <u>reason</u> [[ <u>why video games are good</u> ]] is the <u>releasing</u> of some researches	0	3	5a,8b 2
27. that was suggested these <u>game's merits</u> .	1	2	7a 1a
28. [[ <u>According to one of these researches,</u> ]] frequent players score better at <u>vision/ tests</u> as compared to non-players.	0	3	8b 9,1a
29. It has also been found	0	0	
30. that video games improve <u>children's logical thinking/ ability</u> and <u>problem solving /skills</u> .	2	5	7a,3b,4b 2,1a
31. Another research that suggest some <u>demerits</u> of video games is that	0	1	1a
32. children [[ <u>who spent a lot of time playing video games</u> ]] not only are <u>easily susceptible</u> to some <u>long-term problems</u> like <u>bad postures</u> and RSI	1	7	8a 9,4b,9,1a 9,1a
33. but also <u>cause daily/ disequilibrium</u> in their <u>daily/ routine</u> .	0	5	5b,9,1a 9,1e
34. In summary, it seems	0	0	
35. that the <u>disadvantages</u> of [[ <u>playing computer games</u> ]] outweigh the <u>advantages</u> .	0	3	1a,8a 1a
36. I think	0	0	
37. it is better [[ <u>not to play video games</u> ]]	0	1	8a

38. because they have some <u>negative/ consequences</u> .	0	2	9 1a
39. [[ <u>Playing video games</u> ]] could be replaced by some other <u>activities</u> like <u>exercising</u> , <u>reading</u> , and etc.	0	4	8b 1a 1a,1a

Number of Clauses	Instances of Macro Metaphor	Instances of Micro Metaphor
39	10	87
Ratio of Macro Metaphor to Clauses		Ratio of Micro Metaphor to Clauses
0.25		2.23

## Appendix G: Statistical tallying

**(Row 1): Statistical tallying according to subtypes of nominalisation**

**(Row 2): Statistical tallying according to type of nominalisation construed as Thing**

Key: (Row1): MN= “Marked Nominalisation”, VN= “Verbal Nouns”, NMMN= “Non-morphologically Marked Nominalisation”, NPRM= “Nominalisation in Pre-modifiers”, NPOM= “Nominalisation in Post-modifiers”, NT= “Nominalisation in Theme” and NR= “Nominalisation in Rheme”.

(Row 2): mnT= “Mental processes construed as Thing”, vT= “Verbal processes construed as Thing”, mhT= “Material processes construed as Thing with human agency”, mT= “Material processes construed as Thing without human agency”, rT= “Relational processes construed as Thing”, bT= “Behavioural processes construed as Thing”.

**Table G1.** The analysis of subtypes of nominalisation in pre-test text by HGS1

Row 1	MN	VN	NMMN	NPRM	NPOM	NT	NR
Row 2		mnT	vT	mhT	mT	rT	bT
1. There are <b>lots of reasons</b> that people prefer to study abroad.			1			1	
2. Intelligent students who have not best <b>education facilities</b> such as research and so on, emigrate to developed countries to get <b>their purposes</b>	1	1	1		1		1

3. Because there are <b>more prosperous chances of work, economic welfare, social and political freedom</b> and so on, the intelligent students from underdeveloped countries attracted by them and prefer to live in developed countries	1		1	2	1	1	
4. and <b>this factors</b> cause <b>brain drain issue.</b>			2	1		1	1
				1	1		
<b>Total (Row 1)</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>
<b>Total (Row 2)</b>		<b>2</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>

**Table G2.** The analysis of subtypes of nominalisation in exposition text by HGS1

Row 1	MN	VN	NMMN	NPRM	NPOM	NT	NR
Row 2		mnT	vT	mhT	mT	rT	bT
8. Most of the intelligent students tend to emigrate to developed countries.							
9. Because their own country has <b>low-quality research standards</b> and <b>shortage of research facilities</b> , they emigrate to expand <b>their major of studies.</b>	1		1	1	1 2		1
10. Also when a country do not appreciate <b>invention/intelligence of an inventor</b> , he/she decide to leave his/her country and live in societies which appreciate his/her work/ <b>intelligence.</b>	3			3		1	1
11. Developed countries invite them <b>by giving chances for further studies</b> , they provide them <b>with high-quality of studying</b> to attract <b>their attention.</b>	1	1	1 1	2	1		
12. <b>Lack of economic welfare</b> face people of under developed countries to big problems and attract them to developed countries.					1 1		
13. Because people of such societies have <b>no job opportunities and job securities for promoting</b> their level of lifeness <b>leave their own country</b> to find a good job that has <b>material guaranties.</b>	2			2			2



14. At the result, <b>advantage of studying abroad</b> must not be less considered.			1	1	1		
<b>Total (Row 1)</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>
<b>Total (Row 2)</b>		<b>0</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>0</b>

**Table G3.** The analysis of subtypes of nominalisation in discussion text by HGS1

Row 1	MN	VN	NMMN	NPRM	NPOM	NT	NR
Row 2		mnT	vT	mhT	mT	rT	bT
18. <b>Playing video games</b> alter <b>child's behaviour</b> .		1	2	1	1	1	1
19. There are either <b>positive and negative effects of video games on children</b> .			1		2		1
20. <b>Violent game</b> increase <b>afraid, worried, suspicions</b> <b>behaviour in children</b> and give		1			1	1	1
21. them <b>the idea</b> that <b>violent and aggressive behaviour</b> are an <b>acceptable way</b> to deal with <b>problems</b> and <b>conflict</b> .		1	5	2	1	1	3
22. <b>Playing violent video games</b> increase <b>underpressure</b> and <b>depression in children</b> .	1	1		2	1	1	1
23. <b>These factors</b> caused children no to be <b>successful in their education</b> .	2		1	1	1	1	1
24. When children are in <b>bad [mood]</b> and have <b>stresses</b> , they cannot concentrate well to <b>studying</b> and fail <b>in their education</b> .	1	1	2	1		1	1
25. But there are <b>some ideas</b> that children can learn <b>some skills by playing games</b> .		1	3	1			
26. <b>some skills</b> such as <b>quick thinking, mapping-memeory, hypothesis [testing,] estimating skills</b> .		2	1			1	
27. By <b>playing games</b> they can practice such <b>skills</b> that are not often in school curriculum.		1	2	1		1	1

28. According to researchers <b>failing in games</b> decrease <b>self-confidence of children</b> and cause they do not believe <b>their abilities</b> and <b>their own ideas</b> .		1	2	1	2	1	2
29. But <b>wining the games</b> increase <b>their self-confidence</b> that for <b>solving problems</b> just they can rely on themselves.	1	2	2	2		1	2
30. <b>Playing video games in groups</b> encourage children to participate in social situations and involve <b>their ideas to group</b> , but some children lose <b>the chance of participating in social groups by playing game individually</b> .		3	3	2	4	1	2
31. According to health news, <b>video games</b> prevent children <b>eating good</b> and attract them to fast foods.		1	1	1		1	
32. Because <b>the nutrition value of fast foods</b> are les, the children cannot absorb the vitamins and proteins that is necessary for their body and face them with <b>a lot of healthy problems</b> .			2		1	1	1
33. We cannot say <b>all of the video games</b> have <b>negative effects</b> or <b>positive effects on children</b> .		2	3		1	1	2
34. <b>effects of it is mixture of them</b> .	1				1		1
18. But the parent must help to their children, control <b>their behaviour</b> and also teach them to select <b>best one's</b> .			2				2
<b>Total (Row 1)</b>	<b>6</b>	<b>14</b>	<b>33</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>22</b>
<b>Total (Row 2)</b>		<b>8</b>	<b>2</b>	<b>10</b>	<b>19</b>	<b>0</b>	<b>8</b>

**Table G4.** The analysis of subtypes of nominalisation in pre-test text by MGS1

<b>Row 1</b>	MN	VN	NMMN	NPRM	NPOM	NT	NR
<b>Row 2</b>		mnT	vT	mhT	mT	rT	bT
1. Many students in iran are interested in <b>studying</b> abroad because our <b>government</b> don't think to prepare good situation for them such as <b>economic welfare</b> , good job, <b>studying facilities</b>	1	1 1		1			1
2. so our young people lost <b>their motivation</b> and love with their countries.	1						
3. They decide to go abroad ad search <b>their dreams</b> .		1	1	1			
4. They may have <b>many problems in abroad</b> and in first stages, they become <b>hopless</b> but they know that future belong them.	1		1	1 1			1
5. After <b>finishing their studies in abroad</b> , they will have <b>very good opportunities in any university</b> that they want to teach.	1	1	1	1 1			
6. Many universities and <b>scientific institution</b> in Iran are interested in <b>absorbing</b> students that studied in foreign countries.		1	1	1			
<b>Total (Row 1)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total (Row 2)</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>

**Table G5.** The analysis of subtypes of nominalisation in exposition text by MGS1

Row 1	MN	VN	NMMN	NPRM	NPOM	NT	NR
Row 2		mnT	vT	mhT	mT	rT	bT
1. <b>Studying abroad nowadays</b> is one of <b>the desires of young people in developing countries</b> .		1 1	1	1 1	1	1	1
2. <b>Sending the youths to foreign countries for continuing their higher education</b> is accounted as <b>one of aims of these youth's parents</b> .	1	1	1 1	1 2	1	2	1
3. The talented youths aim <b>high level of educational possibilities</b> and <b>progressive methods</b> in order to gain <b>higher degrees and experiences</b> come back to their own countries to serve his countrymen.	1		3	1 2	1 2	2	1
4. But <b>this matter</b> has <b>some big problems for these young people</b> .			2		1 2	1	1
5. <b>One of the disadvantages of studying abroad</b> is its <b>extravagant expenses</b> .	1		1	2	1	1	1
6. <b>Expenses</b> such as tuitions, <b>expenses of transportation</b> from home to university, therent of a house and <b>expenses related to food</b> .							

7. Certainly <b>these exorbitant costs</b> are unbearable and difficult to pay for many of these gifted students.			1		1		
8. Further more there is <b>another big problem for studying in foreign countries</b> that takes too time to be solved.			1	1	1	1	
9. This is <b>differences</b> of culture between two contries.	1				1		
10. In other words, one who travel from own country will confront (come across) with <b>some problems</b> which need much time that this person can adopted himself/herself to <b>the new condition</b> specially if this person travel from muslem country to nonmuslem country and western countries,	1		1		2	1	1
11. he will confront <b>with double difficulties</b> because <b>the religion problem</b> will be added to his/her problems.	1		2	1	2	1	2
12. But <b>the important disadvantage of studying abroad</b> which we can <b>mention</b> is that the people who have finished <b>their complementary education in abroad</b> , usually don't have <b>tendency</b> toward <b>coming back</b> to their own countries.	3	1		3	2	1	3
13. The researches show that half of these people want to say in abroad and work there.							
14. Because <b>the glitters of foreign country</b> and also <b>facilities</b> that they use there, tempt them for <b>staying</b> there.	1	1	1	2	1	2	1
15. Of course <b>this matter</b> is <b>very harmful for country's development</b> that lose educated parsons.	1		1		2	1	1

16. So we can conclude that <b>studying abroad</b> include <b>some numerous difficulties</b> with itself and people who intend to travel to the foreign countries to continue <b>their studying</b> , should consider the whole sides of it and then do it.	1	2		1		1	2
				1	2		
<b>Total (Row 1)</b>	<b>12</b>	<b>6</b>	<b>15</b>	<b>10</b>	<b>9</b>	<b>16</b>	<b>15</b>
<b>Total (Row 2)</b>		<b>2</b>	<b>2</b>	<b>14</b>	<b>19</b>	<b>0</b>	<b>0</b>

**Table G6.** The analysis of subtypes of nominalisation in discussion text by MGS1

Row 1	MN	VN	NMMN	NPRM	NPOM	NT	NR
Row 2		mnT	vT	mhT	mT	rT	bT
1. Nowadays <b>video games</b> are <b>very popular and current</b> .			1		1	1	
2. <b>These games</b> have gathered many fans for itself in all over the world.			1		1	1	
3. The big group of <b>these games' fan</b> are belonged to children <b>video games</b> now are available for children in every where even in children's own houses so they play with them whenever they want.			2	1	1	1	1
4. In fact <b>video games</b> have becomed <b>one of the most interesting intertainment for children</b> .	1		1		1	1	1
					1		1

5. Many parents and researchers believe that <b>these games</b> may have <b>some harmful aspects</b> while the children themselves and some other experts agree with <b>video games</b> .			3		1	2	
6. there are <b>arguments</b> , therefore, both for and against <b>video games</b> .	1		1			1	1
7. <b>One of disadvantages of video games</b> is about <b>children's behaviours</b> .	1		2	3		2	1
8. Children who play as much <b>video games</b> they can become nervous and aggressive. Because when they play them just want to win.			1			1	
9. So they are under <b>the pressure of winning</b> .							
10. <b>This anxiety</b> make them nervous and when they continue to play more and more they change into nervous and aggressive persons.	1					1	1
11. <b>Another argument</b> about <b>disadvantages of video games</b> is about <b>obesity</b> .	2		1		1	3	1
12. <b>Playing video games</b> cause <b>obesity-inducing</b> between children.	1	1	1	2		2	1
13. Because children who are interested to play <b>compute games</b> don't have <b>any physical activity</b> when they are playing.	1		1			1	1
14. <b>In past children play more activity</b> and they have <b>more movement and motion</b> .	2						2

15. But nowadays with <b>these interesting games</b> , children have <b>less tendency</b> to play <b>ancient games</b> .	1		1		1	1	1
16. so <b>little by little obesity</b> is been current between these children.	1				1		1
17. Furthermore <b>playing these games</b> extravagantly cause that children be nouty and lazy about their school's homeworks.		1	1	1			2
18. Most of the children, when arrive home, before <b>doing</b> homeworks want to play <b>games</b> and this cause they pay <b>less attention to lessons</b> ,	1	1	1	1	1		3
19. so they may get bad marks.							
20. Although there <b>arguments</b> against <b>video games</b> , but some socialists and psychologist believe that <b>these games</b> help children to gain <b>some social skills</b> and they can develop <b>their social behaviours</b> .	1		4				5
21. For example with <b>playing games</b> like Sherek children can learn <b>some good behaviour from these game's heroes</b> that they can use them in their ordinary life.		1	2	1	1	2	2
22. In <b>conclusion</b> , it seems that <b>disadvantages of video games</b> are more stronger than <b>good aspects of it</b> .	2		2	1	2	1	3
23. So we can say that <b>playing these games</b> extremely, can cause <b>behavioural problems</b> such as <b>nervousness</b> .	1	1	2	2			4
				1	2		1



24. In <b>addition</b> , it cause <b>obesity-inducing</b> between children that is very big and important in industrial societies and also may cause <b>some educational problems</b> such a as bad marks and even <b>educational-falling</b> .	2	1	1	2		1	3
				2	2		
<b>Total (Row 1)</b>	<b>19</b>	<b>6</b>	<b>29</b>	<b>13</b>	<b>6</b>	<b>24</b>	<b>32</b>
<b>Total (Row 2)</b>		<b>0</b>	<b>4</b>	<b>20</b>	<b>25</b>	<b>0</b>	<b>6</b>

**Table G7.** The analysis of subtypes of nominalisation in pre-test text by LGS1

Row 1	MN	VN	NMMN	NPRM	NPOM	NT	NR
Row 2		mnT	vT	mhT	mT	rT	bT
1. When we want to start doing something at first we should determine <b>our goals</b> .			1	1			1
2. Now we are studying English that need <b>lots of factors</b> . First enough interest.			1		1		1
3. Second <b>self-confidence</b> and <b>facilities</b> related to ourselves.	2			1	1	2	
4. In <b>studying</b> there should be <b>some internal attraction</b> that I think I have tat <b>factor</b> .	1	1	1	1		1	2
		1		1	1		
5. But again I think there are not <b>any external attractions</b> like <b>job opportunity</b> .	2						2
		1		1			

6. <b>Studying in our hometown</b> has <b>it's advantages</b> and <b>disadvantages</b> , but <b>more disadvantages</b> .	2	1	1	1		1	3
7. Anyway, I prefer to continue it in universities that time and money are not wasted.				4			
8. But, again it has <b>its own problems</b> . At first <b>getting</b> scholarship or visa, <b>money difficulties</b> and etc.		1	1	1		1	1
<b>Total (Row 1)</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>10</b>
<b>Total (Row 2)</b>		<b>1</b>	<b>0</b>	<b>9</b>	<b>4</b>	<b>0</b>	<b>0</b>

**Table G8.** The analysis of subtypes of nominalisation in exposition text by LGS1

Row 1	MN	VN	NMMN	NPRM	NPOM	NT	NR
Row 2		mnT	vT	mhT	mT	rT	bT
1. <b>Studying abroad</b> , nowadays, is <b>one way of success</b> .		1	1	1 1	1 1	1	1
2. Students who can't find <b>their academic education system</b> and <b>its situation</b> suitable for themselves, they choose foreign countries for <b>studying</b> .	1	1		1 1			
3. Sometimes they come across with <b>difficulties</b> like <b>language and culture troubles</b> but with <b>considering the advantages of studying abroad</b> like <b>educational facilities, more appropriate job opportunities, widening our capabilities</b> in case of <b>experiences, social degrees</b> and etc., we can forbearance <b>the low disadvantages of it</b> .	4	3 1	2	3 8	2 3	7	2

4. <b>The first and the most important factor</b> that absorbs students to English speaking countries is <b>their high standards in education system.</b>			2		1	1	1
					3		
5. Students there face with <b>lots of qualified choices</b> that they can't find them in their hometown.			1				1
					1		
6. <b>These motivation factors</b> are a lot so <b>development</b> in that developed countries means <b>a great success for them.</b>	1		1	1	1	1	1
				1	1		
7. Secondly, <b>by studying abroad</b> they can increase <b>their job opportunity</b> during <b>studying</b> and after it.	1	2		2		1	1
				3			
8. <b>Working during studying</b> help students to have more relationship with local communities and also it has <b>economical benefits.</b>		2	1	1		2	1
				3			
9. <b>Job opportunities after studying</b> is increased.	1	1			1	2	
				2			
10. Because they have not had that much in their own countries.							
11. For example, in Iran students after <b>graduation</b> can't find any appropriate job that suit with their field in university like English majors find a job in Banks as a clerk.	1					1	
				1			
12. In <b>addition</b> being in a modern country causes to have more contacts with other	1					1	
					1		
13. <b>people from other nations</b> that itself causes <b>the increase of their experiences</b> and also <b>the change of their insight</b> toward people			2		1	1	
				2			

and world.							
14. As a <b>conclusion studying abroad</b> is a <b>path of improve</b> in order to <b>being hard working</b> and patient and optimistic toward <b>several problems</b> that we may face.	1	2	2	1	1	2	3
				2	3		
<b>Total (Row 1)</b>	<b>11</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>20</b>	<b>11</b>
<b>Total (Row 2)</b>		<b>1</b>	<b>0</b>	<b>24</b>	<b>14</b>	<b>0</b>	<b>0</b>

**Table G9:** The analysis of subtypes of nominalisation in discussion text by LGS1

Row 1	MN	VN	NMMN	NPRM	NPOM	NT	NR
Row 2		mnT	vT	mhT	mT	rT	bT
1. Nowadays, children have <b>more tendency to modern entertainment</b> as <b>video games</b> , so it causes <b>new debates</b> among researchers.	2		2		1		4
				2	2		
2. All of them have <b>their own claims</b> . Some of them reject <b>these games</b> but some of them speaks about <b>the advantages of it</b> in children improvement many aspects of their life.			3		1		3
		1		1	1		
3. The researchers who agree with <b>video games</b> indicate that <b>these games</b> cause <b>development in mental capacity</b> whenever a child try to find <b>some ways as a solution within a game</b> he/she activate <b>his/her creativity</b>	4		3		1	2	6
				3	5		
4. but this is true in <b>some limited kinds of games</b> .			1				1
					1		

5. It is like they want to solve a limited kinds of games.							
6. It is likely they want to solve a <b>mathematic problem</b> but in a <b>very interesting way</b> .			2		2		2
7. <b>Recent studies</b> have shown that <b>video games</b> cause to increase social relationship among children.			2		2	1	1
8. For example, <b>some games</b> are created in a <b>way</b> that children have <b>connection</b> with imaginary family	1		2		3	1	2
9. and they have to suppose they are in this family							
10. and now they have to construct a house or decorate it.							
11. <b>These kinds of games</b> are sample of small community that causes <b>improvement in social environment</b> .	1		1		1	1	1
12. In contrast, other researchers have a <b>very strong focus on the relation</b> caused by <b>some games</b> especially those related to <b>speed</b> and <b>combat</b> .			4		1		4
13. <b>Video games</b> are <b>very influencial in children</b> so there was any violent in that <b>games</b> they easily affected.	1		2		1	1	2
14. And it can impact in <b>their daily behaviour</b> .			1				1
15. <b>The other negative point of video games</b> is <b>their time consuming affect</b> .		1	3		1	2	1
					2		

16. Teenagers usually prefer <b>more entertainment</b> than <b>studying</b> their lessons so it again causes <b>another problem: obesity</b> that is <b>the result of continues watching and playing (being a coach potato)</b> .	2	3	2	5	2	2	7
17. As <b>a conclusion</b> I think <b>video games</b> can be helpful <b>in children training and education</b> .	1		1		2	2	
18. And we can make it available for all children but it should be controlled to avoid <b>abusing</b> .		1		1			1
<b>Total (Row 1)</b>	<b>12</b>	<b>4</b>	<b>28</b>	<b>0</b>	<b>9</b>	<b>10</b>	<b>36</b>
<b>Total (Row 2)</b>		<b>2</b>	<b>0</b>	<b>13</b>	<b>30</b>	<b>0</b>	<b>1</b>

**Table G10.** Comparison of 9 texts by HGS1, MGS1, and LGS1

Items	HGS1						MGS1						LGS1					
	Text1		Text 2		Text 3		Text1		Text 2		Text 3		Text1		Text 2		Text 3	
	#	rate	#	rate	#	rate	#	rate	#	rate	#	rate	#	Rate	#	rate	#	rate
1. Total Number of clause complexes	4		7		18		6		16		24		8		14		18	
2. Marked Nominalisation	2	0.50	7	1.00	6	0.33	4	0.66	12	0.75	19	0.79	7	0.87	11	0.78	12	0.66
3. Verbal Nouns	0	0.00	1	0.14	14	0.77	3	0.50	6	0.37	6	0.25	3	0.37	12	0.85	4	0.22
4. Non-morphologically Marked nominalisation	5	1.25	3	0.42	33	1.83	2	0.33	15	0.93	29	1.20	5	0.62	12	0.85	28	1.55
5. Nominalisation in Pre-modifiers	1	0.25	1	0.14	15	0.83	4	0.66	10	0.62	13	0.54	3	0.37	10	0.71	0	0.00
6. Nominalisation in Post-modifiers	1	0.25	4	0.57	15	0.83	0	0.00	9	0.56	6	0.25	0	0.00	8	0.57	9	0.50
7. Nominalisation in Theme	3	0.75	1	0.14	14	0.77	0	0.00	16	1.00	24	1.00	5	0.62	20	1.42	10	0.55
8. Nominalisation in Rheme	2	0.50	4	0.57	22	1.22	0	0.00	15	0.93	32	1.33	10	1.25	11	0.78	36	2.00
9. Mental processes construed as Things	2	0.50	0	0.00	8	0.44	1	0.16	2	0.33	0	0.00	1	0.12	1	0.07	2	0.11
10. Verbal processes construed as	0	0.00	1	0.14	2	0.11	2	0.33	2	0.33	4	0.16	0	0.00	0	0.00	0	0.00

Things																		
11.Material processes construed as Things(H)	3	0.25	8	1.14	10	0.55	3	0.50	14	2.33	20	0.83	9	1.12	24	1.71	13	0.72
12.Material processes construed as Things (Non-H)	2	0.50	3	0.42	19	1.05	1	0.16	19	1.18	25	1.04	4	0.50	14	1.00	30	1.66
13.Relational processes construed as Things	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
14.Behavioural processes construed as Things	0	0.00	0	0.00	8	0.44	1	0.16	0	0.00	6	0.25	0	0.00	0	0.00	1	0.05